



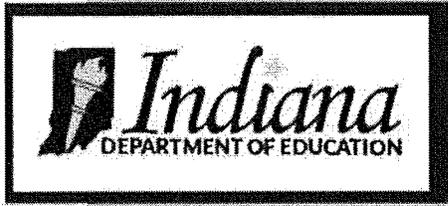
21ST CCLC

NAME OF LEA OR ORGANIZATION	Family & Children's Place, Inc.
ADDRESS	525 Zane Street, Louisville KY 40203
COUNTY	Floyd (Project Site)
NAME OF CONTACT PERSON	Robert Fenwick
TITLE	Program Director
PHONE NUMBER	(502) 893-3900, ext. 224
EMAIL	rphenwick@famchildplace.org
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	Pam Darnall (CEO)
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	pdarnall@famchildplace.org

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
Hazelwood Middle School (New Albany-Floyd Co Corp: 2400)	73.2%	C	40	5 TH TO 8 TH

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
Hazelwood Middle School	1021 Hazelwood Ave	New Albany (Floyd Co.)

TOTAL GRADE LEVEL(S) TO BE SERVED	4
PRIORITY AREA (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK ONE PRIORITY AREA	Social Emotional Learning
OPERATING HOURS (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS	After-School: M, T, W, T 3:45pm -6:15pm Summer: M, T, W, T 9:00am -2:00pm
PROGRAM INCOME DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	No

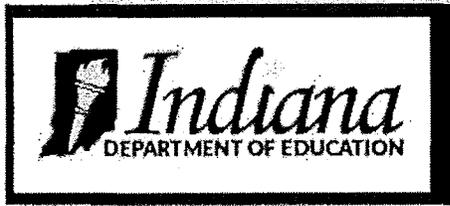


21ST CCLC

ASSURANCES (2.5 POINTS)

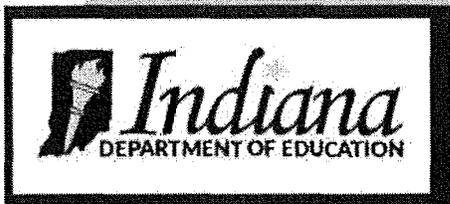
The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;



21st CCLC

- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to



21ST CCLC

- terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003.
 - o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
 - o All partners will review and comply with the above assurances.

Family & Children's Place, Inc.

Applicant Name (LEA or Organization)

Pam Carnall

Authorized Signature

1-8-2020

Date

Signed MOUs

In conformity with the 21CCLC RFP, and Appendix 1, Family & Children's Place (FCP) attaches the following Memoranda of Understanding (signed by FCP's CEO, Pam Darnall) as evidence of partnership in the proposed "Bridge to Success - Next Steps" 21CCLC program at Hazelwood Middle School in New Albany (Floyd County), Indiana:

Partner Name
New Albany/Floyd County Consolidated School Corporation
Bounce Coalition
Center for Women and Families
Norton Children's Prevention and Wellness
REACH Evaluation
Spalding University School of Social Work
STEAM Exchange

MEMORANDUM OF UNDERSTANDING

New Albany Floyd County Consolidated School Corporation

and

Family & Children's Place, Inc.

The **New Albany Floyd County Consolidated School Corporation**, hereinafter referred to as "NAFCS", and **Family & Children's Place, Inc.**, hereinafter referred to as "FCP", enter into this Memorandum of Understanding (MOU) for the purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program (21CCLC). It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by FCP from the Indiana Department of Education (IDOE).

As the parties have collaborated regarding the planning and design of past, present, and future programming, in partnership with families who will benefit; and as NAFCS and FCP desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families, NAFCS and FCP will implement effective strength-focused strategies for positive youth development as part of the 21CCLC at **Hazelwood Middle School (HMS)**.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the 21CCLC as described in FCP's program application for "Cohort 10", and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

FCP will provide evidence-based after school service programming to youth and their families, during the academic year as well as a 4-week summer program, as per the design and weekly schedule identified in the Cohort 10 grant proposal and in alignment with Indiana Afterschool and Indiana Academic Standards. Programming will include activities, tutoring, and skill development to increase academic proficiencies, enhance social emotional skills, engage parents and family, and educate on healthy living. FCP will further provide Healthy Family Night informational sessions and skill-building with families. Programming shall be carried out in full collaboration with NAFCS as well as other partners, and the parties shall collaborate frequently both formally and informally through a collaborative process. Both parties agree and are fully committed to the following responsibilities to support the 21CCLC, and program participants.

NAFCS agrees to the following:

1. Provide adequate space for FCP's 21CCLC services. This will include a designated space for programming and activities; and will include access to needed school facilities (such as the

cafeteria, gymnasium, classroom space and the library media center/computer lab at HMS), office equipment, telephones, and supplies at HMS as practicable.

2. Work collaboratively with FCP to identify/recruit high-priority student participants and to meet the needs of youth served in the program, including assistance with resource coordination. Students will be prioritized as per the grant proposal, and shall include those students with academic needs or risks, attendance issues, a history of behavioral incidents, or those otherwise showing need for the development of social-emotional competencies.
3. Develop common confidentiality guidelines to share information between NAFCS and FCP to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals to participating youth through the School Nutrition Program managed by IDOE.
5. Provide the needed student assessment forms, grade reports, information on academic and non-academic indicators (such as behavioral issues and consequences) and evaluation requirements, including maintaining coordination with the selected local evaluator, REACH Evaluation, in order for measurement and analysis of the quality and effectiveness of programming and identification of areas for improvement.
6. Assist with coordination of safe transportation of youth home following the 21CCLC program. This includes providing FCP with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home, and providing contractual transportation with funding provided by FCP as per the grant budget proposal.
7. Provide inclusion of FCP 21CCLC staff in professional development opportunities, in order to promote integration of the project with the regular school day, and to ultimately benefit students and their families
8. Communicate regularly with FCP, by remaining actively involved with program staff and designating school leadership to serve on an Advisory Council of parents and stakeholders in order to encourage partnership, provide ongoing feedback and linkage with the school day and established curricula, and other guidance/support as may be necessary to improve the program and its operations.

FCP agrees to the following:

1. Act as fiscal agent and ensure that IDOE funds are spent appropriately toward implementation of the 21CCLC, in accordance with the budget submitted in the grant proposal.
2. Provide a parent sign-up table and FCP representative at each HMS School Registration Day and related events as requested.
3. Provide a Program Director and Associate Program Director to oversee the HMS Site Supervisor) and to support collaborative work with school administrators and other partner agencies.
4. Provide adequate professional staffing at HMS for a minimum of 3 hours a day x 180 days to provide academic enrichment, healthy lifestyles and character development program and

activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.

5. Provide one full-time Site Supervisor at **HMS** for 8 hours per day, four days per week, for a minimum of 180 days. The Site Supervisor will be responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals hired by **FCP** and employed in the Out-of-School Time Program, as described in the Site Supervisor job description.
6. Deliver services as an out-of-school time program from 3:45 PM to 6:00 PM at **HMS** and from 3:45 PM to 7:30 PM at **HMS** on designated family engagement days of program's operation.
7. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by **NAFCS** and project evaluators (local and State)
8. Communicate regularly with **NAFCS** and **HMS** leadership to improve and sustain student achievement and increase learning opportunities for participants and their families, and designate an **FCP** employee to serve on the Advisory Group (School Improvement/Schoolwide Planning Committee)
9. Be responsible for general program coordination, including set-ups & clean-up and first aid.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

NAFCS agrees to indemnify, defend and hold harmless **FCP**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **NAFCS**. It is understood that such indemnity shall survive the termination of this Agreement.

FCP agrees to indemnify, defend and hold harmless **NAFCS**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or

injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of FCP. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, FCP shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). NAFCS, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with NAFCS before commencement by FCP of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to NAFCS. A certificate of insurance showing compliance with these requirements shall be filed with NAFCS Chief Financial Officer.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

FINGERPRINTING FCP shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to NAFCS that no employee of the contractor working with youth and parents of NAFCS has been convicted of a violent or serious felony as defined by statute. FCP shall not permit any employee to have any such contact with a student of NAFCS until such certification has been received by NAFCS. FCP shall supply NAFCS with a list of names of those employees who are cleared to work with youth and parents of the district. NAFCS will also conduct criminal background checks on FCP employees working to support its Out-of-School Time Programs.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

Elaine Murphy
NAFCS Authorized Signature

7-13-2020
Date

Pam Carnall CEO
FCP Authorized Signature

8-10-2020
Date

PARTNER AGREEMENT

Family & Children's Place, Inc.

and

Bounce Coalition, a Program of Kentucky Youth Advocates

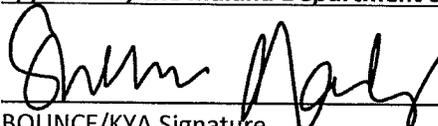
Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, **Bounce Coalition, a Program of Kentucky Youth Advocates** ("BOUNCE"), to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

BOUNCE hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the FCP 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Using evidence-based models, facilitate trauma-informed trainings, interactive student projects, and adult skill-building sessions to build resilience for youth enrolled in the 21CCLC program and their families	Development of knowledge base and tools to foster resilience and effectively respond to adversity
Staff and family support	Consultation, training, and guidance for staff members (and families) working with youth, toward effectively implementing trauma-informed concepts, and supporting youth

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, BOUNCE will be notified immediately to begin the collaboration of services. Total programming hours and reimbursement are limited to those described in the submitted grant proposal budget and subject to approval by the Indiana Department of Education.


BOUNCE/KYA Signature


Date


FCP Signature


Date

PARTNER AGREEMENT

Family & Children's Place, Inc.

and

Center for Women & Families

Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, Center for Women & Families ("CWF"), to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers (CCLC) programming.

CWF agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the FCP 21st CCLC program:**

Partner Agreement Contribution Table

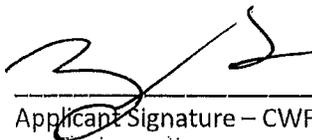
Description of Contribution	Supports
Workshops and trainings for youth and families on topics that address health and wellbeing	Education and supportive services which promote healthy relationships

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, CWF will be notified immediately to begin the collaboration of services.



Partner Signature – FCP

5-10-2020
Date



Applicant Signature – CWF

8-07-2020
Date

PARTNER AGREEMENT

Family & Children's Place, Inc.

and

Norton Children's Prevention & Wellness

Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, Norton Children's Prevention & Wellness ("Norton"), to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers (CCLC) programming.

Norton agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the FCP 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Workshops and trainings for youth and families on topics that address health and wellbeing	Education and supportive services which promote healthy lifestyles as well as safety and injury prevention

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Norton will be notified immediately to begin the collaboration of services.

Nikki Boyd
Partner Signature - Nikki Boyd

8/5/2020
Date

J. Anderson
FCP Signature

8-10-2020
Date

Memorandum of Understanding Service Provider Agreement

This Service Provider Agreement made and entered into July 31, 2019, by and between **REACH Evaluation (“REACH”)** and **Family & Children’s Place, Inc. (“FCP”)**, for the collaboration of the Bridge to Success: Next Steps program at Hazelwood Middle School. This agreement is valid beginning on anticipated project start date of 7/1/21 and will be effective throughout year 1, ending 7/31/22. The partnership and agreement will be evaluated for renewal on that date.

Whereas REACH has the relevant education, skills, and experience to provide consulting services to FCP in the area of program evaluation, and whereas FCP desires to obtain independent external evaluation and data analysis services pursuant to the 21st Century Community Learning Centers grant through the Indiana Department of Education (“IDOE”), now therefore, REACH and FCP mutually agree to the terms and conditions of this Agreement as follows:

REACH Responsibilities

REACH shall:

- Provide data analysis, evaluation, and consultation tasks to FCP, including a written external evaluation, as outlined in the grant narrative, by calendar year-end (12/31/2021), including independent measures of progress toward intended program outcomes and quality;
- Complete all necessary revisions upon receiving feedback from FCP and submit a final evaluation report as required by IDOE;
- Work with partner organizations to coordinate and share data as appropriate;
- Review and update surveys as needed;
- Assist FCP staff in drafting any reports required by grantor or stakeholders upon request; and
- Conduct periodic process evaluations to ensure that the program is reaching its highest potential; and
- Provide technical assistance as needed in administering assessment and evaluation tools as requested by FCP.

FCP Responsibilities

FCP shall:

- Provide access to REACH to all needed data and results derived from “CAYEN”, survey instrument tools, or other available sources.

Fees and Compensation

In exchange for the provision of services listed above, FCP shall reimburse REACH at the following rate: \$805 per day, not to exceed \$7,245.00 for the period.

Miscellaneous Provisions

- A. This Agreement is entered into, and shall be interpreted under, the laws of the Commonwealth of Kentucky.
- B. Both parties agree to indemnify and hold the other party, its agents, employees and assigns, harmless with respect to any and all claims or liabilities incurred in connection with this

- contract.
- C. Both parties shall at all times during the term of this contract obtain and keep in force an insurance policy or policies of comprehensive public liability insurance.
 - D. REACH agrees to abide by the rules and regulations regarding the confidentiality of Protected Health Information (as that term is used in the Health Insurance Portability and Accountability Act (HIPAA)), as set forth in federal regulations codified in 45 CFR Parts 160 and 164, and REACH personnel agree to sign a Business Associate Agreement with FCP.
 - E. Each party agrees to comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, (P.L. 93-112), the Kentucky Equal Employment Act of 1978 (H.B. 683, KRS 45.550 to 45.640), and the Americans with Disabilities Act (P.L. 101-336).

Termination

This agreement may be terminated by either REACH or FCP upon a thirty (30) day written notice by either party.

By signing below, REACH and FCP enter into this Agreement which shall take effect on the first date first written above.

REACH Evaluation

By: 
Date: 7/22/2020

Family & Children's Place, Inc.

By: 

Date: 7/21/2020

PARTNER AGREEMENT

Family & Children's Place, Inc.

and

Spalding University School of Social Work

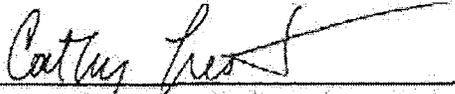
Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, Spalding University School of Social Work ("Spalding"), to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

Spalding agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the FCP 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide opportunities for supervised placements/social work field education for Spalding students, in accordance with Field Education Handbook and university policies	Program assistance and direct practice experience as per assessed needs of enrolled students as well as student learning objectives

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Spalding will be notified immediately to begin the collaboration of services.


Partner Signature – Cathy Lester, MSSW

7-7-20
Date


Applicant Signature – FCP

8-10-2020
Date

PARTNER AGREEMENT

Family & Children's Place, Inc.

and

STEAM Exchange

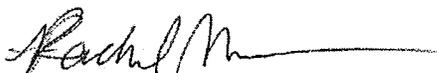
Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, STEAM Exchange, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (21CCLC).

STEAM Exchange agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the FCP 21CCLC program:**

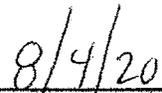
Partner Agreement Contribution Table

Description of Contribution	Supports
Facilitate arts-related STEM projects with students enrolled in the 21CCLC program	Creativity, critical thinking, career readiness/awareness, math and science competencies, media literacy, self-discipline, and program quality
Staff and family support	Consultation, training, and guidance for staff members working with youth, as well as families as needed

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, STEAM Exchange will be notified immediately to begin the collaboration of services. Total programming hours and reimbursement are limited to those described in the submitted grant proposal budget and subject to approval by the Indiana Department of Education.



STEAM Exchange – Rachel Mauser



Date



FCP Signature



Date

Completed Appendix 3 Forms

In conformity with Appendix 2 of the RFP, Family & Children’s Place (FCP) has initiated contact with Non-Public Schools (serving the same grade levels as the “Bridge to Success - Next Steps” proposed 21CCLC program at Hazelwood Middle School) within a five-mile radius of the program.

No Non-Public School contacted was interested in pursuing the opportunity to participate. Despite e-mail follow-up, only one school completed an Appendix 3 Consultation Form, and this follows.

The Non-Public Schools contacted, and their respective response/non-response is recorded below.

School Name	Radius in Miles	Date Contacted	Date Follow-Up	Response
Holy Family School (B050)	2.2	6/16/20	7/14/20	Decline; Completed Form Attached
Our Lady of Perpetual Help (B060)	2.2	6/16/20	7/14/20	No response; Email correspondence attached
Christian Academy of Indiana (B045)	2.8	6/16/20	7/14/20	No response; Email correspondence attached
Community Montessori (1536)	4.7	6/2/20	7/21/20	Decline; Completed form not received despite request (school advises that it is not “non-public”)



21ST CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Family & Children's Place, Inc. met with **Holy Family School** on 6/11/2020 in consultation for participation in a 21st CCLC initiative in **New Albany (Floyd County)**

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Amy Huber
Non-Public School Representative

Amy Huber
Signature

Robert Fenwick
Robert Fenwick
Applicant Representative

[Signature]
Signature

Subject: FW: After School Services
Date: Tuesday, July 14, 2020 at 11:03:27 AM Eastern Daylight Time
From: Michael Weinrauch
To: sbeyl@olphna.org
CC: Robbie Fenwick
Attachments: Appendix 2 - Non Public Schools Guidance.pdf, Appendix 3 - Form OLPH.pdf

Hi there and I hope everyone is healthy and well. I am following up on this email which may have slipped in your inbox which is completely understandable given the circumstances!

If OLPH is not able at this time to commit to participation, would you be able to complete & sign the appendix 3 form indicating that you do not wish to participate at this time? We can certainly have further discussion on this as you have time.

Thank you!

From: Michael Weinrauch <mweinrauch@famchildplace.org>
Date: Tuesday, June 16, 2020 at 9:32 AM
To: "sbeyl@olphna.org" <sbeyl@olphna.org>
Cc: Robbie Fenwick <rfeinwick@famchildplace.org>
Subject: After School Services

Good morning. I am a grant writer for Family & Children's Place, a nonprofit agency which provides prevention programs for youth and their families in Southern Indiana and the Louisville, KY area. We are reaching out to you as we are working on a grant proposal to continue an existing after-school program at Hazelwood Middle School in New Albany.

As Our Lady of Perpetual Help is within the area to be served by the grant program, students enrolled there would be eligible to participate if the project is funded. The project would include evidence-based programming at Hazelwood Middle School (grades 5-8), in conformity with the Indiana Department of Education's 21st Century Community Learning Center program guidance which can be accessed here: <https://www.doe.in.gov/21stcccl/cohort-10>

We invite OLPH to provide input regarding the provision of equitable services, if your school wishes to make this available to your youth and families. We intend to submit the grant proposal in early- to mid-August, so time is of the essence for meaningful consultation. I am attaching relevant guidance (2 pages) from the grant RFP for your review. If you would like to make the opportunity available to OLPH students, we'd like to have a discussion about the best way to make that happen. Should you be interested in partnership and providing an opportunity for your students to participate, please contact our Program Director, Robbie Fenwick, at your earliest convenience, by e-mail (rfeinwick@famchildplace.org) or phone (502-893-3900, ext. 224).

After considering the opportunity, there is an IDOE form (also attached) that we will need to submit (signed by you, either way) with our grant proposal. Many thanks so much for your time and we look forward to talking to you further about the project.

Mike Weinrauch
(502) 855-6049

Subject: FW: Christian Academy/Indiana (Middle School)
Date: Tuesday, July 14, 2020 at 11:00:42 AM Eastern Daylight Time
From: Michael Weinrauch
To: communications@caschools.us
CC: Robbie Fenwick
Attachments: Appendix 2 - Non Public Schools Guidance.pdf, Appendix 3 - Form Christian Academy.pdf

Hi there and I hope everyone is healthy and well. I am following up on this email which may have slipped in your inbox which is completely understandable given the circumstances!

If CA is not able at this time to commit to participation, would you be able to complete & sign the appendix 3 form indicating that you do not wish to participate at this time? We can certainly have further discussion on this as you have time.

Thank you!

From: Michael Weinrauch <mweinrauch@famchildplace.org>
Date: Tuesday, June 16, 2020 at 9:21 AM
To: "communications@caschools.us" <communications@caschools.us>
Cc: Robbie Fenwick <rfeinwick@famchildplace.org>
Subject: Christian Academy/Indiana (Middle School)

Good morning. I am a grant writer for Family & Children's Place, a nonprofit agency which provides prevention programs for youth and their families in Southern Indiana and the Louisville, KY area. We are reaching out to you as we are working on a grant proposal to continue an existing after-school program at Hazelwood Middle School in New Albany.

As Christian Academy is within the area to be served by the grant program, students enrolled there would be eligible to participate if the project is funded. The project would include evidence-based programming at Hazelwood Middle School (grades 5-8), in conformity with the Indiana Department of Education's 21st Century Community Learning Center program guidance which can be accessed here: <https://www.doe.in.gov/21stcccl/cohort-10>

We invite CA to provide input regarding the provision of equitable services, if your school wishes to make this available to your youth and families. We intend to submit the grant proposal in early- to mid-August, so time is of the essence for meaningful consultation. I am attaching relevant guidance (2 pages) from the grant RFP for your review. If you would like to make the opportunity available to CA students, we'd like to have a discussion about the best way to make that happen. Should you be interested in partnership and providing an opportunity for your students to participate, please contact our Program Director, Robbie Fenwick, at your earliest convenience, by e-mail (rfeinwick@famchildplace.org) or phone (502-893-3900, ext. 224).

After considering the opportunity, there is an IDOE form (also attached) that we will need to submit (signed by you, either way) with our grant proposal. Many thanks so much for your time and we look forward to talking to you further about the project.

Mike Weinrauch
(502) 855-6049

Subject: Re: Website email to Community Montessori about after school activities.

Date: Tuesday, July 21, 2020 at 10:05:06 AM Eastern Daylight Time

From: Michael Weinrauch

To: Melissa Weissinger

CC: Robbie Fenwick

Sorry as well for my delay 😊, best of luck on the GEER application and all that goes along with that!

I talked with our team this morning based on your email, and we discussed that:

1. We certainly would still extend the invitation to partner; and
2. Having the form completed would be best. If IDOE doesn't need it, they can disregard – but we think consultation with every school in the area would be consistent with the spirit of their guidance. If you want to add a note of clarification indicating that CM is not a non-public school, I'm sure that would be fine.

Thanks,
Mike

From: Melissa Weissinger <mweissinger@shiningminds.com>

Date: Friday, July 17, 2020 at 2:58 PM

To: Michael Weinrauch <mweinrauch@famchildplace.org>

Cc: Robbie Fenwick <rfeinwick@famchildplace.org>

Subject: Re: Website email to Community Montessori about after school activities.

Hi Michael, sorry for the delay, I have been swamped with the GEER grant!

I'm reading this form, and I think it is just for NON-public schools, but we are a Public, Charter School.

So.... I don't think you want us to fill this form?

Thanks,
Melissa

On Tue, Jul 14, 2020 at 11:07 AM Michael Weinrauch <mweinrauch@famchildplace.org> wrote:

Hi there and I hope everyone is healthy and well in the CM community. I am following up on this email chain, which may have slipped in your inbox which is completely understandable given the circumstances!

If CM is not able at this time to commit to partnership in this potential program, would you be able to complete & sign the appendix 3 form indicating that you do not wish to participate at this time? We can certainly have further discussion on this as you have time.

Thank you!

From: Michael Weinrauch <mweinrauch@famchildplace.org>

Date: Tuesday, June 9, 2020 at 8:42 AM

To: Melissa Weissinger <mweissinger@shiningminds.com>

Cc: Robbie Fenwick <rfeinwick@famchildplace.org>

Subject: Re: Website email to Community Montessori about after school activities.

Hi – so sorry for the delay in response. Yes – a 21st Century grant is the idea. Our existing 21C program is currently finishing up year 3 of a 4 year project period at Hazelwood Middle School and we are looking to continue providing programming for another 4 years to 5th through 8th graders.

We'd love to discuss the integration of your school students into the academic year after school programming (and summer program) if that is something that might be of interest. It sounds like you might be familiar with 21C – if not, I've attached the 2-page guidance provided by IDOE that might guide any conversation we'd have.

We'd be happy to provide any details or answer any questions you might have about the current or proposed programming

Mike
(502) 855-6049

From: Melissa Weissinger <mweissinger@shiningminds.com>

Date: Thursday, June 4, 2020 at 9:30 AM

To: Michael Weinrauch <mweinrauch@famchildplace.org>, Robbie Fenwick <rfenwick@famchildplace.org>

Subject: Website email to Community Montessori about after school activities.

Hi Mike,

Your inquiry below was passed along to me on behalf of CM.

I believe you are applying for a 21st Century Learning Center grant?

Can you tell me how our school would be able to partner with your school on this?

Thank you,
Melissa

Message Details

Name: Michael Weinrauch

Email: mweinrauch@famchildplace.org

Subject: After School Programming

Message: Greetings! I am a grant writer for Family & Children's Place, a nonprofit agency which provides prevention programs for youth and their families in Southern Indiana and the Louisville, KY area. We are reaching out to you as we are working on a grant proposal to continue an existing after-school program at Hazelwood Middle School in New Albany. As Community Montessori is in the area to be served by the grant, students enrolled there would be eligible to participate if the project is funded. The project would include evidence-based programming at Hazelwood Middle School (grades 5-8), in conformity with the Indiana Department of Education's 21st Century Community Learning Center program guidance which can be accessed here: <https://www.doe.in.gov/21stcclc/cohort-10> We invite Community Montessori to provide input regarding the provision of equitable services, if your school wishes to make this available to your youth and families. We intend to submit the grant proposal in early- to mid-August, so time is of the essence for meaningful consultation. I would like to forward relevant guidance from the grant RFP for your review but I cannot attach a document to your web contact form, if you could send a reply email with contact information, I will forward that on. If you would like to make the opportunity available to CM students, we'd like to have a discussion about the best way to make that happen. Should you be interested in partnership and providing an opportunity for your students to participate, please contact our Program Director, Robbie Fenwick, at your earliest convenience, by e-mail (rphenwick@famchildplace.org) or phone (502-893-3900, ext. 224). After considering the opportunity, there is an IDOE form that we will need to submit (signed by you, either way) with our grant proposal. Many thanks so much for your time and we look forward to talking to you further about the project. Mike Weinrauch

(502) 855-6049

--

Melissa Weissinger (she/her - [what's this?](#))

Expansion Development Coordinator

Community Montessori Charter Public School

www.shiningminds.com

mweissinger@shiningminds.com

(812)948-1000 ext. 1143

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Melissa Weissinger (she/her - [what's this?](#))

Expansion Development Coordinator

1. PROJECT ABSTRACT

(2.5 points, 2 pages maximum)

Family & Children's Place (FCP), in collaboration with New Albany-Floyd County School Corporation (NAFCS) and several key community partner agencies, propose to implement a 21CCLC program at Hazelwood Middle School (HMS) in New Albany, Indiana. FCP is a current (Cohort 8) grantee for a program targeting HMS youth and families; the current proposal makes provisions for program enhancements in the priority area of social emotional learning, and also extends bus transportation in order to meet an assessed need and to reach additional youth.

The program addresses assessed academic and non-academic needs of youth at HMS (and in the New Albany/Floyd County community where they live) – particularly among at-risk youth for whom documented disparities exist. These needs include:

- Increasing academic competency: improving academic achievement and habits in the areas of math and reading;
- Improving social and behavioral outcomes, including healthy choices, social emotional learning, and behavior; and
- Providing opportunities for increased family involvement.

Participants to be served are HMS youth in grades 5-8 and their families, especially targeting those youth who are economically disadvantaged, are nonwhite, or who have disabilities. The following areas of risk are noted with regard to the HMS student population, and are described (with supporting data) in further detail within the proposal:

1. Demographic: including those pertaining to both youth and their families, such as:
 - Higher rates of free/reduced lunch, nonwhite enrollment, African-American enrollment, and students with documented disabilities - all of which outstrip both the county and state averages;
 - Lower median household income, parental education level (no high school diploma), life expectancy in years, and rate of households without reliable transportation, all of which trail the county and state averages; and
 - Special vulnerability as assessed for lower-income families in the community due to resource gaps. and also due to challenges associated with community disasters such as the COVID-19 pandemic given additional resiliency risk factors;
2. Student achievement: which shows that academic achievement of HMS students in all areas (Math, Science, English/Language Arts, Social Studies) trails that of peer Floyd Countians and Hoosiers at large, and that significant disparities exist between student groups including those who are from economically disadvantaged backgrounds, are nonwhite, or are documented to have disabilities; and
3. Student behavior, including lower attendance rates, higher chronic absenteeism rates, and disproportional rates of safety/disciplinary events and school-related arrests at the host school, including higher rates among student population groups identified as at-risk.

Intended outcomes include demonstrable increases in reading comprehension, math competency, social competencies, conflict resolution skills, and involvement with and of families.

The following proposed program activities are described in the proposal, and support student progress in academic areas, as well as advancement of social emotional learning and overall growth:

- Daily academic enrichment activities, which are based on evidence-based curricula (such as Junior Achievement) and include specific units on reframing conflict (Teaching Tolerance), building resilience (partner: Bounce Coalition), STEM learning and college/career readiness (partner: STEAM Exchange), and mental/emotional health discussions (e.g. Positive Action; partners: Norton, Center for Women and Families);
- Individualized homework help and tutoring in conformity with the school-day curriculum;
- "Healthy Family Nights" parent involvement programming consisting of 10 weekly sessions each semester and related adult education/skill-building sessions; and
- Educational activities relevant to student need, curriculum and topics of group interest.

This partnership, based at HMS, builds on existing collaborations to provide a high-quality 21CCLC program that meets assessed needs and fills a service gap in the community. Key people involved in the project include:

- An experienced Project Director, Robbie Fenwick;
- An experienced Associate Director, Theresa Thompson - who is a past program participant and graduate;
- An experienced program lead - site supervisor, Andrew Gelburd;
- New program staff Macy Williams; and
- An experienced academic lead, Victoria Haley - a current Hazelwood school-day teacher.

In collaboration with a new advisory council, a local external evaluator (REACH Evaluation) experienced with 21CCLC programs, and our formal partners (Bounce Coalition, Center for Women and Families, Norton Children's Prevention & Wellness, STEAM Exchange, Spalding University School of Social Work), FCP is excited to present the proposal which follows.

2. PROGRAM QUALIFICATION

(5 points, 2 pages maximum)

2.1 Minimum Criteria

Family & Children's Place, Inc. (FCP) is an eligible applicant as a **non-profit agency**. FCP intends to serve youth attending Hazelwood Middle School ("HMS", part of the New Albany-Floyd County School Corporation, or "NAFCS"), which qualifies for 21CCLC funding due to: ***a Free and Reduced Lunch (FRL) rate of 73.2%, exceeding the required minimum (actual current 21CCLC program enrollment is 88%); and a federal rating of "Approaching Expectations"***.

2.2 Origin of Partnership

While FCP has provided 21CCLC services at HMS in the past, the most recent partnership originated in 2016, when a 21CCLC elementary school grantee spoke of a student need for out-of-school time (OST) continuity into middle school. At the time, no Floyd County middle school was receiving 21CCLC funding. Large numbers of at-risk students were feeding into HMS, with data showing difficulties in transitions from elementary to middle school – particularly apparent during 5th grade. Given these observations, as well as high numbers of school suspensions and dramatic academic losses as evident in test scores, it was clear to school leadership that students would benefit from extra supports in academic learning and social emotional skills development. Discussions followed, and identifying and developing relationships with a variety of project partners and stakeholders who could support a high-quality community learning center. Partners were selected based on the specific skill set they could bring and realistic expectations for achieving outcomes. Services were agreed upon by reviewing the needs of youth for academic enrichment opportunities during non-school hours, the school's PL 221 plan, and developed in conformity with RFP/21CCLC requirements.

The 21CCLC program was funded as part of Cohort 8 beginning with the 2017-18 academic year, with the aims of helping youth meet standards in core academic subjects, and offering a broad array of enrichment activities that help their social, emotional, and behavioral development. In the subsequent three years of operations, the program (Bridges to Success- Next Steps, or BTS-NS) has filled the gap and met community needs, serving nearly 200 HMS youth and over 700 families through OST and family engagement program components, and has successfully achieved:

- Academic outcomes such as improved grades among enrollees - including far surpassing performance measures targets in 3 of 4 targeted academic areas in the most recent external evaluation summary (Reading/Language Arts grades, attendance, overall performance, and turning in homework on time);
- Visible gains in social emotional learning, as attested to by parents in focus groups and surveys, and teacher surveys (meeting all social/behavioral outcomes);
- Consistent high scores, above the district averages, on program quality measurement assessment tools (YPQA), as reviewed by peers through the Metro United Way BLOCS program;

- Remarkable family engagement (achieving all outcome targets) through the number of families attending Healthy Family Nights programming and being involved in activities with youth;
- Successful integration of an "Innovation Grant" project, which has been highly popular among students and well-received by parents and teachers, which has used Arts teaching to incorporate STEM and college/career readiness principles.

We are pleased to observe continuity in results over iterations of youth, parent and teacher surveys. Teachers in particular have reported that students enjoyed benefits from the BTS-NS program, including being more attentive in class, more motivated to learn, more eager to volunteer, improvement in academic performance and attendance, class participation increases and positive impacts on behavior. Midway through the project, BTS-NS added a current HMS school-day teacher part-time to assist with coordination of academic integration of the program with the school day. This individual is knowledgeable about all school subjects at the middle school level, especially math and science, and is skilled in behavior management skills. Charged with assisting youth with class assignments, improving understanding of concepts taught in the classroom, and facilitating the learning of test taking skills and positive study habits with all students involved in the program, the teacher is a key link between the academic and enrichment components, and between the grantee and host school - Hazelwood Middle School (HMS).

In the winter/spring of 2020, BTS-NS and HMS (Dr. Jessica Waters and staff) assessed the progress of youth enrolled in the program and continued needs of HMS pupils. Further, current HMS parents communicated in focus groups the continued need for after school programming due to lack of community resources; many of these parents will be involved as partners on our community advisory council going forward. These discussions and findings are detailed in the Need for Project section which follows. It was agreed that there are SEL needs evident and a lack of available resources (outside of sports) in the key after-school hours during which there is highest chance of risky behavior. Given FCP's history of service to HMS (not only OST programming, but also the placement of a mental health counselor and other family services), experience with trauma-informed care, and capacity to provide evidence-based models with immediate impact, HMS and NAFCS developed an MOU with FCP in support of a proposal for continued 21CCLC funding. This proposal enhances earlier operations, going farther in providing bus transportation to meet the documented barrier of recruitment/retention, and strategically focusing on the priority area of social-emotional learning.

2.3 Priority Area

Based on needs assessment findings - and consistent with our experiences with the HMS target population to be served - FCP identifies Social Emotional Learning (SEL) as its priority area for the program proposed. FCP will carry out a broad array of evidence-based activities aimed at student success in this priority area, in accordance with Indiana Social Emotional Learning competencies (mindset, critical thinking, insight, sensory-motor integration, collaboration, connection, and regulation). Throughout the remainder of the proposal, FCP intends to demonstrate the connection to our program objectives, performance measures, and professional development plans.

3. PRIORITY POINTS

(5 points, 1 page maximum)

FCP is eligible for priority points as described in the RFP due to meeting the following criteria:

- **In excess of 25% of FCP staff serving the 21CCLC program have completed the Child & Youth Care (CYC) Credential**, demonstrating commitment to high standards of care and ongoing competence development. 75% of the non-academic personnel have achieved the CYC; the remaining position was recently filled by a highly-qualified candidate, and the credentialing process has begun).

Position	Name	CYC Status
<i>Program Director</i>	Robert Fenwick	Achieved
<i>Associate Director</i>	Theresa Thompson	Achieved
<i>Site Supervisor</i>	Andrew Gelburd	Achieved
<i>After School Coordinator II</i>	Macy Williams	Newly-hired; Progressing toward CYC
<i>Academic Lead (After School Coordinator)</i>	Victoria Haley	Not Achieved; current Hazelwood school-day teacher

- **In excess of 30% of total proposed programming will be dedicated to specific supports for students with disabilities and/or youth engaged in the foster care system**. This is proportional to the profile of current 21C enrollees, which reflects the student profile at Hazelwood Middle School, where (for 2020), 32.2% of students have disabilities and (in 2019, latest profile available), 2.8% resided in foster care. (Data source: <https://inview.doe.in.gov/schools/1024001933>)

4. NEED FOR PROJECT

(10 points, 7 pages maximum)

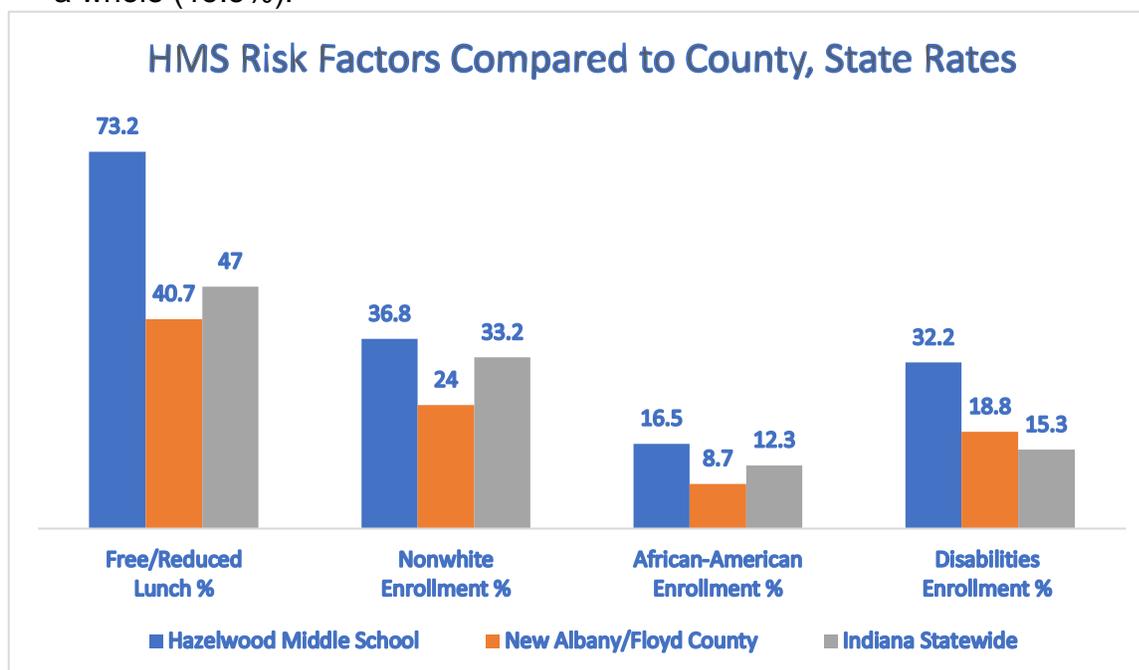
4.1 Data Evidence

Student Demographic Data

With a state grade of “C”,¹ and an overall score on the Federal Accountability Report Card of “Approaches Expectations” (including 2 sub-areas receiving “Does Not Meet Expectations” scores)², Hazelwood Middle School’s (“HMS”) population (950) includes students of high need, evidenced by indicators of poverty level (15.4% in HMS’s census tract, vs. 14.1% statewide³) and academic achievement, both of which are detailed below.

Measures of demographics show a disproportionate level of risk factors in the student population as compared to other schools in the area and statewide. Notably:

- HMS has a free/reduced lunch rate of 73.2%, compared to the rate of other schools in Floyd County (40.7%) and the average rate throughout Indiana (47%);
- The nonwhite percent at HMS (36.8%) is significantly higher than the county rate (24%) and state rate (33.2%);
- Similarly, the African-American enrollment (16.5%) outstrips the Floyd County (8.7%) and Indiana (12.3%) averages; and
- The subpopulation of students with documented disabilities at HMS (32.2%) is far higher than in county schools overall (18.8%) and over double the rate of Indiana as a whole (15.3%).

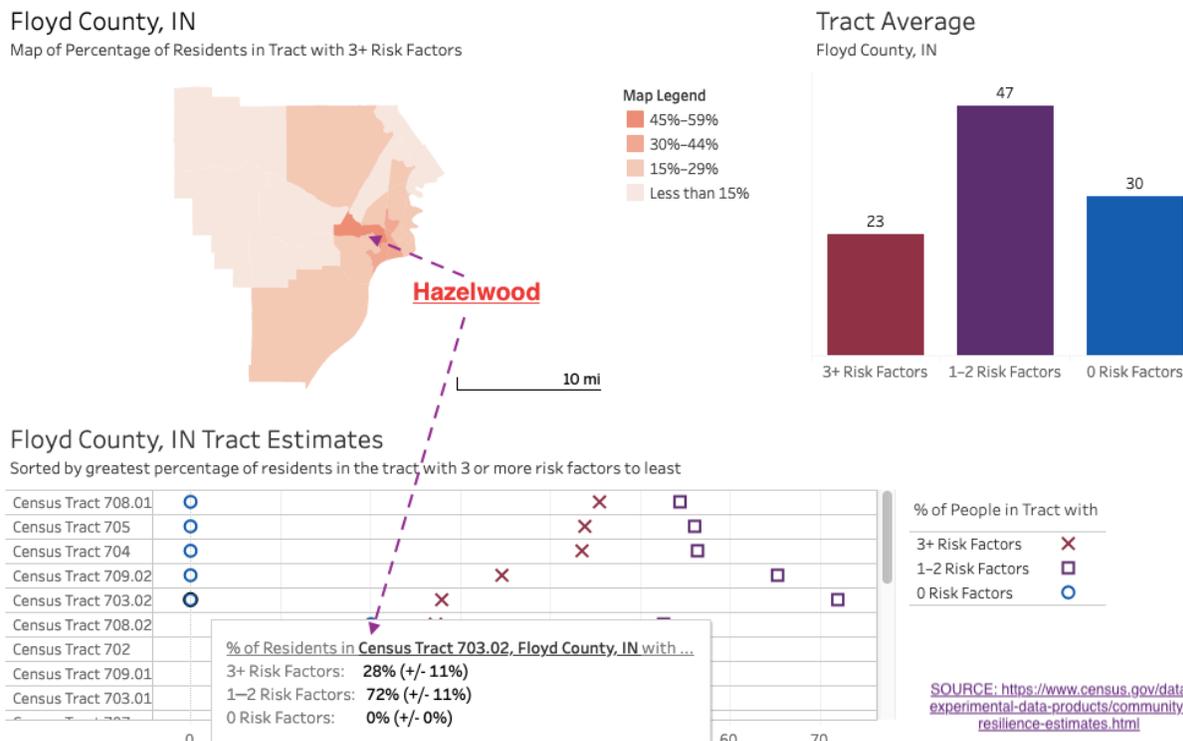


¹ <https://inview.doe.in.gov/schools/1024001933/state-accountability?lang=en>

² <https://inview.doe.in.gov/schools/1024001933/federal-accountability?lang=en>

³ Source: Community Profile, Opportunity360 Community Dashboard, accessed 7/30/20 at: <https://www.enterprisecommunity.org/opportunity360/measure>

The FCP team reviewed newly-available community resilience estimate data⁴ showing that residents in the census tract where HMS is located have the greatest percentage (28%) of population with 3 or more risk factors which may indicate a very low capacity to “absorb, endure, and recover from the impacts of a disaster”.⁵ 72% had 1-2 risk factors, meaning that 0% of the population is absent of any risk factors. While the team did not have specialized expertise for in-depth statistical analyses of the school’s enrollment area, it is clear from the following graphic that the areas where Hazelwood students live are communities of vulnerability to impacts of current events such as the COVID-19 pandemic as compared to other parts of Floyd County.



Further, 9% of Floyd Countians are documented to have no computer device, and 20% have no internet access⁶, which gives rise to special concerns about equitable educational services being available for the most vulnerable HMS students going forward as we respond to the unfolding pandemic. As of the date of submission, an alarmingly high number (over 700) Floyd County residents had tested positive for COVID-19 (per capita rate of .8%), and there have been 45 confirmed deaths.⁷

⁴ <https://www.census.gov/data/experimental-data-products/community-resilience-estimates.html>

⁵ Risk factors for households and individuals include: Income-to-Poverty Ratio; single or zero caregiver household; unit-level crowding; linguistically isolated, or no one in the household with a high school diploma; unemployment; disability; lack of health insurance coverage; elderly; high-density; serious heart condition; diabetes; emphysema or current asthma.

⁶ Source: Community Profile, Opportunity360 Community Dashboard, accessed 7/30/20 at: <https://www.enterprisecommunity.org/opportunity360/measure>

⁷ Source: USAFacts, accessed 8/5/20 at: <https://usafacts.org/visualizations/coronavirus-covid-19-spread-map/> (Data updates daily)

Additional county data presented in Section 6.2 speaks in more detail to the special documented vulnerability that low-income youth and families have during times of stress and need, particularly the lack of networks of support, and inability to meet basic need.

Student Achievement Data

Given these vulnerability risk indicators, it is therefore not surprising that academic achievement of HMS students trails that of peer Floyd Countians and Hoosiers in key areas, including test scores in the table below indicating youth below grade level.⁸

	HMS	County Middle Schools	Indiana Middle Schools
Student Growth - Meet Target (E/LA)	49.3%	54%	52.3%
Student Growth - Meet Target (Math)	22.3%	37.3%	38.6%
ISTEP+ % Pass E/LA/M (2017-18)	37.3%	58.1%	50.8%
E/LA Proficiency	42.0%	52.9%	48.9%
Math Proficiency	30.7%	54.1%	48.7%
Science Proficiency	34.5%	50%	47.4%
Social Studies Proficiency	41.1%	53.5%	46%
ILEARN Not Passing (E/LA, grade 3-8)	58.7%	47.4%	52.1%
ILEARN Not Passing (Math, grade 3-8)	69.8%	46.2%	52.2%
ILEARN Not Passing (Science) (4 & 6)	65.5%	50%	52.1%

When we look at ILEARN proficiency rates for specific subpopulations, the disparities are clear between student groups:

	Overall HMS	Economic Disadvantaged	Black-African American	Disabilities
English/Language Arts	42%	35.3%	26.4%	16.9%
Math	30.7%	24.4%	13.2%	12.5%
Science	34.5%	27.8%	10.8%	14.8%
Social Studies	41.1%	30.8%	9.7%	22.8%

Student Behavioral Data

At a community level, Floyd County has a higher maltreatment rate (27.1 per 1000 population) than the Indiana average (20.8) - reflected in FCP’s current service numbers and the HMS enrollment. With 115 juvenile delinquency filings, the most recently published county rate is almost double that of 2015 (66) – while the statewide average actually decreased during that same time period.⁹

In the school to be served specifically, attendance rates (94.7%) are lower than peer schools (95.1% county average; 95.2% state), while chronic absenteeism (15.3%) is higher (12.8% county; 13.7% state) at HMS, indicating disparities in terms of access to learning. 353 suspensions occurred at HMS during the 2018-19 school year, and the

⁸ Data sources for this section: <https://inview.doe.in.gov>, <http://compass.doe.in.gov>, and <https://www.doe.in.gov/accountability/annual-school-performance-reports>

⁹ <https://www.iyi.org/indiana-kids-count-data-book/>

rates of safety/disciplinary events (876, or 15% of the county total of 5892) and school-related arrests (12, or 16% of the county total of 74) are disproportional to the enrollment share of the total county school population. Both in-school suspensions and out-of-school suspension rates are higher, as shown in the following table:

	HMS	Floyd County Average	Indiana Average
In-school suspensions %	25.2%	13.1%	4.8%
Out of School Suspensions %	18.8%	8.7%	6.3%

Between student groups at HMS, rates are higher among populations identified by the FCP team as at-risk:

	HMS: Overall	HMS: Black/African-American	HMS: Disabilities	HMS: Economic Disadvantaged
In-school suspensions %	25.2%	38.5%	33.6%	29.6%
Out of School Suspensions %	18.8%	35.7%	27.6%	21.2%

HMS’s PL 221 Leadership Team has reviewed these numbers and noted in their annual plan the steady and significant increase in offenses resulting in out-of-school suspensions based on data from 6 consecutive school years, with the number increasing from 259 in 2012-13 to 438 in 2017-18. Based on the data tables provided, the majority of these incidents (72.1%) in the most recent year were among 5th and 6th graders, far in excess of their enrollment rate at HMS. These incidents are disruptive to a safe learning environment and the HMS Leadership Team is addressing the disciplinary issues through strategies identified in the PL 221 plan. It is notable that bullying incidents are perhaps underreported; while only 1 incident was documented, 65.1% of parents recently surveyed in the community see this as a top 5 priority for supporting children and youth.¹⁰

4.2 Current Programming

As a participant in IDOE’s Cohort 8, FCP has operated the “Bridge To Success: Next Steps” (BTS-NS) 21CCLC out-of-school time programming for youth and their families in the targeted school since 2017, to address a lack of services previously existing at any Floyd County Middle School. Other than sports and music extracurriculars and a religious-affiliated program, there are few options after the school day – particularly those which provide individualized academic and homework help/tutoring. 42% of Floyd residents surveyed in 2020 rated after-school programs as a “top 5” priority aspect of education.¹¹ OST services provided by FCP are based on HMS’s assessment and PL 221 plan, include evidence-based curricula, and have demonstrated outcomes as are described in the Evidence of Previous Success section of this proposal.

BTS-NS recently completed its third academic year as a school-based, family-centered program that encourages school attendance, positive behaviors, academic achievement

¹⁰ Applied Research and Education Center. (Preliminary Findings 08-05-20). “Floyd County Children and Youth.” New Albany: Indiana University Southeast

¹¹ Applied Research and Education Center. (Preliminary Findings 08-05-20). “Floyd County Children and Youth.” New Albany: Indiana University Southeast

and community and parental engagement. HMS faculty, administrators and counselors refer youth based on academic need and/or lack of social and emotional competencies. The HMS OST (in its current iteration) operates 2.5 hours each school day for 34 weeks during the school year, with an additional 4 weeks in the summer. Each day, programming includes homework assistance, case management, tutoring, academic enrichment, educational field trips, mentoring and character education. It provides hands-on activities to reinforce classroom curriculum, as well as social skills instruction to reduce risk-taking and aggressive behaviors.

Participation of parents/caregivers is an essential component to school and family engagement and modeling behaviors within the family. Healthy Family Nights (HFN) are offered 10 times a semester at both HMS and feeder elementary schools and are valuable opportunities for families and youth to form strong ties with OST staff while strengthening family bonds. Based on the Family & Schools Together program model (a federally-recognized, evidence-based program), HFN focuses on improving social competencies and academic achievement by strengthening parent/child relationships, decreasing family conflict, improving awareness of community resources, and increasing knowledge of the impact of substance abuse and other at-risk behavior.

As a 21CCLC program invested in quality improvement, BTS-NS program uses valid assessments and survey tools to measure outcomes. Staff administers the IN-QPSA, a Client Satisfaction Survey, Parent Engagement Survey, Student Engagement Survey and a Healthy Families Survey. Additionally, staff assess school attendance records, program attendance and report cards. In FY19, the program began participation in BLOCS Quality evaluations and Staff Rating of Youth Behavior, ensuring that the program continues to be informed by the use of the highest external quality tools and assessments.

Areas which are seen as service gaps to be addressed by the proposed project include the recruitment of additional students. While external evaluators have observed in the past two years that progress toward targeted academic and social/behavioral outcomes, and parental involvement performance measures was evidenced, BTS-NS has not been able to meet the goal of 55 students attending 45 or more days. While the last year saw an increase of 11 RAPs over the prior academic year, BTS-NS (and other community stakeholders) see lack of reliable transportation as a real barrier to access for youth. BTS-NS does currently provide limited van transportation as needed through staff, but adding the capacity to provide regular bus transportation home would be an opportunity to address concerns revealed in parent surveys and needs assessment findings. Areas of special focus for low-income youth based on data from Floyd County residents include providing information on access to mental health services (68% see this as a priority), bullying in schools (65.1%), and drug/alcohol use awareness (52.6%).¹²

Based on external local evaluations, community data we have reviewed (as described above and further in 6.2 Community Data), and hearing from teachers, the youth we

¹² Applied Research and Education Center. (Preliminary Findings 08-05-20). "Floyd County Children and Youth." New Albany: Indiana University Southeast

serve, and their parents, we do feel that BTS-NS is making great progress in meeting the needs of the community and HMS students specifically. Needs we focus on meeting are both academic and non-academic in nature, and are particularly pronounced among at-risk youth for whom documented disparities exist. Goals include:

- **Increasing academic competency: improving academic achievement and habits in the areas of math and reading;**
- **Improving social and behavioral outcomes, including healthy choices, social emotional learning, and behavior; and**
- **Providing opportunities for increased family involvement.**

Parents in particular have described to us in our focus groups the growth of youth who are RAPs. While homework help is a big initial draw, as is the practical aspect of knowing their children are in a safe place, they tell a story of social and emotional skills which have improved greatly through participation. The parent of one child who stutters, for example, says that the social interaction with others has helped her daughter to realize that people “care what she has to say and will give her time to say it”. By accepting the academic help of the program, another parent recounted how her child went from below average in almost every subject to getting all As. Others described the benefits of having good adult role models beyond teachers and parents. Confidence levels have improved, as have leadership skills, the ability to speak up when things are wrong, and youth make better choices and can resist peer pressure. Many praised the sense of belonging and family connection that participation brings, and the improved parental understanding that comes with the HFN aspect to the program. When asked to verbalize what complaints they had or what they would change about the program, they expressed gratitude and only wish that more staff would be able to provide more attention to more students. Parents consistently expressed that there were few resources available afterschool, and none other which offered unique value as BTS-NS.

4.3 Enhance or Expand

The proposed project (name: Bridge to Success – Next Steps, or BTS-NS) will continue and enhance 21CCLC OST service to the HMS community of youth and their families. Through collaboration between FCP and NAFCS, the BTS-NS program will make available OST services at the 4 days weekly at the host school (including during the summer period), and intends to serve at least 40 RAPs annually. Based on a schedule of 3:45-6:15 (9-2 during the summer), BTS-NS will continue vital partnerships (STEAM Exchange, Norton Health & Wellness, Bounce Coalition, Center for Women and Families) and other integral BTS-NS components. As well, the additional provision of regular bus transportation intends to enhance programming by meeting the needs of more families and youth, taking into account the observed and assessed/stated barriers to participation. The specific area of focus will be SEL, for which parents, stakeholders, and community data indicates the greatest non-academic need. Our approach and philosophy is that by employing evidence-based models and working in partnership to focus on the youth as a whole, the school success will follow.¹³

¹³ “The Scientific Base Linking Social and Emotional Learning to School Success”: Journal of Educational and Psychological Consultation, 17(2&3), 191–210: <http://www.mifras.org/know/wp-content/uploads/2014/06/The-Scientific-Base-Linking-Social-and-emotional-learning-to-school-success.pdf>

4.4 Identified Needs

A variety of methods were used to identify needs and assess available and desired services, and these included the involvement of the host school (HMS) and corporation (New Albany-Floyd County), partner agencies and stakeholders, and parents and youth. Our intention is to continue meet the assessed needs of HMS youth, especially those who are at most risk. While we seek to improve academic achievement and habits in all areas, math and reading are especially targeted. It is also our goal to offer relevant enrichment programming, providing opportunities for increased family involvement, towards improvement of social and behavioral outcomes, including making healthy choices, advancing social emotional learning, and improved behavior both in the classroom and outside of it.

As BTS-NS staff are visible at the school and integrated into school committees and operations (including providing a community perspective on the PL 221 planning team), familiar working relationships and an existing MOU allow for regular and ongoing communication for the purposes of jointly assessing and meeting student needs.

A summary of how needs and services were identified follows:

- 8 BTS-NS parents (current and former) participated in separate focus groups, scheduled flexibly in times given parent work schedules, in July, 2020 regarding community and neighborhood features, resources available to youth, satisfaction with current programming, and needs of youth and families for future services (it is the desire of BTS-NS that many of these parents will be engaged further as part of the project Advisory Committee);
- Staff dedicated part of a summertime program session (in July, 2020) with 21CCLC youth to gauge their opinions on needs they perceived youth to have and how the current program could reach more students and improve services, and what barriers exist to increased participation;
- Ongoing discussions (in person and by e-mail correspondence due to the pandemic) took place with the school and corporation, including assessment of educator perspective to unique needs of HMS, as well as discussion of participation barriers;
- Key informants with partner/stakeholder agencies were interviewed as to problems observed among youth in the community and school, and how collaborations might be tailored to meet the needs/address barriers;
- Staff analyzed a wide variety of data sources available, including review and synthesis of the following quantitative documentation:
 - IDOE sources – such as Compass/IN View data in the area of school safety, academic performance, demographic profile, and behavioral indicators;
 - Census data, as well as community profiles and relevant data points from reliable web sources such as IYI Kids Count, County Health Rankings, and the newer Opportunity360 COVID Measurement Tool¹⁴; and
 - Needs assessment full report (2015) and preliminary revised data (2020) collected on behalf of the Community Foundation of Southern Indiana.

¹⁴ <https://www.enterprisecommunity.org/opportunity360/measure>

5. PARTNERSHIPS

(5 points, 3 pages maximum)

5.1 Project Collaboration

While FCP will serve as the grantee/fiscal agent and will ultimately be responsible for providing programming and the administrative infrastructure necessary, the BTS-NS 21CCLC effort truly represents a collaboration of resources on behalf of HMS pupils and Floyd County families. MOUs are attached for each of the following agencies, which individually identify the unique contribution that each partner will provide - summarized below:

<u>AGENCY/PARTNER</u>	<u>CONTRIBUTION</u>
New Albany Floyd County Consolidated School Corporation (NAFCS) *and* Hazelwood Middle School (HMS)	<u>Contract</u> transportation and <u>in-kind</u> services: school physical facility space, facilitation of program supports such as USDA nutrition program, guidance and support including inclusion in operations, provision of academic data and progress reports, participation on advisory council, provision of safe and reliable bus transportation
Center for Women and Families	<u>In-Kind</u> : Healthy Relationships component, and adult skill-building sessions, e.g. bullying
Norton Children’s Prevention & Wellness	<u>In-Kind</u> : Healthy lifestyles education and stress management techniques, adult skill-building sessions
Bounce Coalition	<u>Contract</u> : Resilience building trainings, skill-building, staff development
REACH Evaluation	<u>Contract</u> : Program evaluation
Spalding University School of Social Work	<u>In-Kind</u> : Student volunteer practicum placements (undergraduate)
STEAM Exchange	<u>Contract</u> : STEM lessons through art

5.2 Identifying Partners

While BTS-NS has not yet convened a formal advisory committee (this is forthcoming, as part of the project implementation plans), our diverse partners have served as a de facto council for several months, convening regularly (with the core team meeting at least weekly since Winter, 2020) and providing support and resources to develop a coherent proposal and grant request. In leveraging resources, the team has analyzed family needs and program strengths - as well as opportunities for improvement - through data review from parents and youth and (separate) focus groups comprised of these family member groups. BTS-NS is proud of the emphasis placed on youth and parent/caregiver involvement and building partnerships with families. We believe that our work in serving youth and families is most effective when all stakeholders and

consumers are actively involved as full partners, and that they are important resources for building and strengthening program quality.

In identifying and engaging community partners, the goal is to bring to bear an array of activities which will meet those documented needs of HMS youth that our assessment has documented. In providing services to youth and families that align with and support school efforts, FCP is working with a set of experienced partners - all of whom BTS-NS has worked with successfully in the past and who have unique capacity to help students achieve progress on the selected performance measures. Our priority focus area of SEL led us to those partners with reputations and experience in that particular area. While the COVID-19 pandemic has presented special challenges to in-person meetings, each partner has been involved in the development of the application through e-mails, phone and “Zoom” video calls, and other forms of collaboration. The needs met will include:

AGENCY/PARTNER	IDENTIFIED STUDENT NEED MET
New Albany Floyd County Consolidated School Corporation and Hazelwood Middle School	Increasing academic competency: improving academic achievement and habits in the areas of math and reading
Center for Women and Families	Advancement of SEL competencies and improving social and behavioral outcomes - including making healthy choices; providing opportunities for increased family involvement
Norton Children’s Prevention & Wellness	Advancement of SEL competencies and improving social and behavioral outcomes - including making healthy choices; providing opportunities for increased family involvement
Bounce Coalition	Advancement of SEL competencies (particularly with regard to building resilience and responding to trauma) and improving social and behavioral outcomes - including skill-building sessions and staff development
REACH Evaluation	Program evaluation to assure quality improvement
Spalding University School of Social Work	Student volunteer practicum placements (undergraduate) to maximize individualized student attention
STEAM Exchange	Increasing academic competency, specifically through experiential methods of connecting to STEM subject area

An additional support which is not specifically listed but will assist youth in need are FCP’s other (non-OST) programs, such as clinical trauma remediation and child/family counseling services available to HMS families. Given the multiple stressors and trauma

among students and their families, NAFCS does contract with FCP to provide counseling services in the school.

Being a learning-oriented program interested in quality improvement, BTS-NS also participates in Metro United Way's Building Louisville's Out-of-School Time Coordinated System (BLOCS) initiative which sets standards for program quality, and motivates provider excellence in program performance. As a 21CCLC program, BTS-NS eagerly participates in/takes advantage of all available initiatives and tools (in conformity with a formal evaluation plan) which can increase skills and improve outcomes and program accountability.

5.3 Volunteers

BTS-NS will recruit volunteers that demonstrate relevant OST knowledge and experience, and who will directly impact the program's needs and goals. This is exemplified by the use of social work practicum students. BTS-NS has attached a specific MOU with Spalding University School of Social Work to serve as program assistants who, under structured supervision, provide evidence-based services to enrolled youth and gain valuable experience. FCP's Administrative Director and Development Coordinator serve as agency liaison contacts with community and corporate volunteers who help out with general program operations at times, or specialized components (such as a local bank offering education on financial literacy). Upon reviewing with program leadership the past relevant OST experience, familiarity with goals and need for support/training, volunteer prospects are carefully vetted for further consideration in the program milieu.

Parents have identified having more staff as a need and many indicate the positive aspects of participating in program activities, so having extra parent help when possible allows for closer interaction with students in small groups. Parents are invited to volunteer with field trips and homework help aspects, and the program is lucky to have youth graduates/former BTS-NS participants and high-schoolers serve as "Junior Staff" who can provide program-specific help.

Prior to beginning service as volunteers and pursuant to FCP's Employee Operations Manual, systems have been developed to ensure criminal background checks occur, in compliance with all grant award requirements.

6. PROGRAM DESIGN (15 points, 10 pages maximum)**6.1 Recruitment**

The school to be served is **Hazelwood Middle School (HMS)**. Based on processes developed collaboratively, and in connection with the assessed service gap of student recruitment, BTS-NS staff consult with HMS's principal and administration, counselors, and faculty to identify and recruit educationally disadvantaged students based on the following criteria:

- Academic need;
- Poor attendance;
- Discipline referrals, and
- Lack of age-appropriate social/emotional competencies.

When a student is identified as a priority for recruitment, BTS-NS staff or HMS faculty contact the student's caregivers and explain the purpose of the program and how it could benefit their child. Additional recruitment strategies include the presence of BTS-NS staff at HMS during the school day, making available program information at school events like Open Houses and athletic events, posts on HMS's social media pages, and signage in the school that promotes the program. To differentiate the after-school environment from the regular school day, and to cultivate student interest, promotion of the program emphasizes the daily hands-on enrichment activities, field trips, community service projects, and academic assistance.

6.2 Community Data

Demographic profile data, our focus groups, and formal needs assessments¹⁵ reflect a community which has many positive qualities of life (e.g. safety, connection), but also a lack of resources vital to vulnerable populations. Key priorities of education, healthful living, and public transportation have been documented in needs assessments as areas needing special attention. New data¹⁶ suggests that 25% of Floyd respondents disagree that networks of support exist for families during times of stress and need. 39.3% rate "meeting basic needs of lower-income youth" as poor, and 36.4% rate "support for single parents" as poor. Beyond data presented in the Needs section (Section 2), the following indicators¹⁷ are illustrative of the needs and challenges the community faces:

- The median household income in the HMS census tract is \$49,602, lower than the state average (\$54,325) and national average (\$60,293);
- 17.3% of adults in the HMS census tract have no high school diploma, compared with 11.4% statewide and 12.3% nationally (educational attainment serves as a proxy measure for adult literacy and community workforce development needs);
- 8.8% of the population in the HMS census tract have no vehicles, compared to 6.5% statewide, and there is no affordable public transportation system beyond school arrangements. The single parent rate (35%) exceeding the state rate adds practical constraints on single parents due to transportation needs of children; and
- The life expectancy is 76.1 years, compared to 77.5 (Indiana) and 78.8 (US).

¹⁵ <https://www.cfsouthernindiana.com/resources/community-resources/cna/>

¹⁶ Applied Research and Education Center. (Preliminary Findings 08-05-20). "Floyd County Children and Youth." New Albany: Indiana University Southeast

¹⁷ Source of following data: <https://www.enterprisecommunity.org/opportunity360/measure>

BTS-NS very much intends to be part of a solution, assisting with efforts to provide access to academic and related enrichment services, through 21CCLC, that allow young Floyd Countians to succeed in middle school and beyond.

6.3 Parental Involvement

Regular communication with caregivers concerning student progress is a priority; staff communicate frequently with parents through phone calls and act as liaison between the school and the home; this component was frequently mentioned by parents as a highlight of the program during our needs assessment focus groups. BTS-NS’s Healthy Family Night (HFN) program is based on the evidence-based¹⁸ Family and Schools Together (FAST) model. The program is designed to strengthen family cohesion, reduce familial conflict, empower parents, and improve students’ academic performance and behavior. Staff host 20 HFNs each academic year, and each session offers a healthy meal, interactive family games, physical and mental health education, and a skill-building portion for parents facilitated by community partners (e.g. Family Literacy, STEM nights). As stakeholders, families will continue to play an important role in program development and focus, as well as being encouraged to volunteer in activities and events. BTS-NS’s Parent Satisfaction Surveys provide caregivers the opportunity to give feedback on programming, and suggest areas of programming in need of development or modification. Caregivers will also be asked to participate on the Advisory Council and all families are invited to attend educational adult skill-building sessions, HFN, and Healthy Families Together, a monthly weekend event hosted by BTS-NS staff.

6.4 Snack

The partnership with HMS and NAFCS provides a healthy no-cost snack and summer lunches through the National School Lunch Program and is aligned with USDA requirements. Healthy snacks are made available to all students at the beginning of the program day. Staff discuss dietary restrictions with caregivers during initial enrollment. Alternative snacks are provided for those youth.

6.5 Weekly Schedule

Academic Year: 2.5 hours per day x 4 days per week = 10 hours weekly

	Monday	Tuesday	Wednesday	Thursday
3:45	Healthy Snack/Student Agenda check			
4:00	Opening Circle	Opening Circle	Opening Circle	Opening Circle
4:15	Homework Help Reading and Math Intervention			
4:45	Enrichment Activity	Enrichment Activity (Arts/Culture)	Enrichment Activity (STEM/College)	Enrichment Activity (Physical

¹⁸ <https://www.familiesandschools.org/what-we-do/fast-program/>

	(Social Emotional Learning)		and Career Readiness)	Activity/Nutrition)
5:30	Physical Activity/Teambuilding	Physical Activity/Teambuilding	Physical Activity/Teambuilding	Physical Activity/Teambuilding
5:55	Reflection	Reflection	Reflection	Reflection
6:15	Dismissal	Dismissal	Dismissal	Dismissal

Summer

	Monday – Thursday
9:00am	Healthy Snack/Opening Circle
9:15am	Teambuilding
9:30	-Group #1 Math Instruction -Group #2 Reading Instruction
10:15	-Group #1 Reading Instruction -Group #2 Math Instruction
11:00am	Service Learning Project (Enrichment)
11:45am	Lunch
12:30pm	Teambuilding
1pm	Math/Reading Games
1:30pm	Physical Activity
1:50pm	Reflection
2:00pm	Dismissal

Intersession/Fall Break/Spring Break/Winter Break

Hazelwood Middle School closes its doors during intersession for general building maintenance, cleaning, and repairs. While BTS-NS has made efforts to offer in-school services during the week-long intersession in both the fall and spring, program staff have not (as of yet) been allowed access to the building. While we will continue to advocate for this, we have been able to reserve such “down-time” for educational field trips related to learning content, and virtual programming. The virtual portion of programming is a modified version of regular direct-service programming that offers enrichment activities, as well as academic assistance with an emphasis on intervention and focus on youth that are falling behind academically. Virtual programming during intersession takes place four days per week for two hours each day, with extended time for students who need additional academic assistance. Staff also meet with academically struggling youth at a neutral location (e.g. Floyd County Library), as requested by the child’s caregivers.

6.6. Alignment to Standards

1. Indiana Afterschool (IAN) Standards – Administration

1.1 All staff and volunteers are required to have a drug screen, and screening for Tuberculosis before engaging in direct-service with youth and families.	1.1 <u>IAN 30a</u> . Staff meet the state requirements for working with school age children.
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<p>1.2 All detailed job descriptions are reviewed with new hires, and each new hire must document that he/she understands and agrees to his/her specific responsibilities and the signed job description remains in the employee’s file. All full-time staff are required to have a Bachelor’s degree, preferably in Education or Social Services, or a minimum of two years’ experience in youth development.</p> <p>1.3 All staff and volunteers must pass both federal and state criminal background check requirements in order to work directly with youth and families.</p> <p>1.4 All staff and volunteers participate in extensive agency orientation, which includes a thorough overview of key concepts of trauma-informed care, agency practices & employee handbook, tour of the facilities, and introduction to co-workers. In addition to the agency-wide orientation, all new OST staff and volunteers participate in a program specific onboarding training that includes a review of the OST program’s operations and philosophy. Both orientation and onboarding are interactive and allow time for open discussion and questions.</p> <p>1.5 All staff are required to attend a minimum of 6 hours of external trainings, and a minimum of 6 hours of internal trainings related to appropriate best practices and program roles. Professional development is documented quarterly and included in each employee’s file. Annual staff performance evaluations are facilitated by each staff member’s respective supervisor to build upon strengths and address needs. The evaluation includes developing professional goals for the upcoming year, and with supervisors to develop a plan</p>	<p>1.2 <u>IAN 30b.</u> Staff have the appropriate education and experience to work with school age children. <u>IAN 30c.</u> Qualified staff are hired in all areas: to administer program, oversee its daily operations, and to supervise children and youth.</p> <p>1.3 <u>IAN 30d.</u> All staff and volunteers have passed the criminal background checks.</p> <p>1.4 <u>IAN 31d.</u> New staff are given a comprehensive orientation to the program philosophy, routines, and practices. They are personally introduced to the people with whom they will be working with.</p> <p>1.5 <u>IAN 32a.</u> Staff receive training appropriate to their position and responsibilities regarding working with families and relating to children in ways that promote development.</p>
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<p>and identify resources and opportunities to assist in reaching established goals. 1.6 Staff act as liaison between the school and the family, and communicate with families using a variety of methods including home visits, phone calls, emails, and the Remind communication platform application.</p>	<p>1.6 <u>IAN 37c</u>. Staff and families join together to communicate and work with the schools.</p>
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2. Indiana Afterschool Standards (IAN) – Human Relationships

<p>2.1 Each day’s “Opening Circle,” “Reflection,” and the daily enrichment activities are designed to provide youth the opportunity to share ideas, experiences, opinions, and questions in small group or large group discussions. Staff model positive behavior during formal and informal discussions by respectfully listening to youth and using supportive language.</p>	<p>2.1 <u>IAN 1a</u>. Staff treat children/youth with respect and listen to what they say.</p>
<p>2.2 A minimum of one staff member is designated to greet each youth by name as they enter the program space at the start of each program day. Youth are greeted and welcomed again as a group at the start of “Opening Circle” and during the introduction of the day’s enrichment activity. Staff are trained in the Trauma-Informed Approach which emphasizes the importance of body language, positive speaking tone, and remaining calm in difficult situations.</p>	<p>2.2 <u>IAN 1b</u>. Staff create a welcoming comfortable environment for children/youth.</p>
<p>2.3 Various portions of programming, including “Snack Time,” “Homework Time,” the daily physical activity, and Healthy Family Nights provide time for informal interactions between staff and youth. In addition, it is program policy that any staff not leading activities work alongside youth during those activities.</p>	<p>2.3 <u>IAN 1d</u>. Staff are engaged with all youth/children.</p>
<p>2.4 Each enrichment activity is structured to include multiple opportunities for reflection. This involves staff asking open-ended questions to guide youth in solving problems or finding answers. Youth are given time to think about their responses, and group processing is highly encouraged.</p>	<p>2.4 <u>IAN 4a</u>. Staff ask questions that encourage children/youth to think for themselves.</p>
<p>2.5 Staff are trained in positive behavior management (i.e. Trauma-Informed and Restorative Practices, Positive Behavior Intervention), and have a working knowledge of how to apply these strategies to specific</p>	<p>2.5 <u>IAN 5c</u>. Staff use positive behavior management methods.</p>

<p>situations. In addition, staff follow an established discipline policy (also reviewed with youth and families) in order to ensure that the consequences of disruptive behavior are consistent and appropriate.</p>	
<p>2.6 The youth enrollment process includes a formal and comprehensive orientation for new families that includes a formal agenda, participation of currently enrolled families, and a question and answer session.</p>	<p>2.6 <u>IAN 8b</u>. Staff offer orientation sessions for new families.</p>
<p>2.7 Staff act as a liaison between the school and the family, and communicate with families using a variety of methods, including home visits, phone calls, emails, and Remind communication platform application. Each family is asked their preferred method of communication during the enrollment orientation.</p>	<p>2.7 <u>IAN 8c</u>. Staff keep families informed.</p>
<p>2.8 As stakeholders, parents are formally invited to take part in the decision-making process concerning program structure, goals, and quality. This includes parent participation on the program’s Advisory Council, Parent Satisfaction surveys, and a designated “Parent Group” during each Healthy Family Night.</p>	<p>2.8 <u>IAN 8d</u>. Staff encourage families to give input and get involved in program events. <u>IAN 15b</u>. (IAN Programming and Activities Standard) Staff request feedback and participation from families regarding program planning.</p>

3. Indiana Afterschool Standard – Indoor and Outdoor Environments

<p>3.1 Staff spend the majority of the working day planning for program, and this includes planning how to set up space so that it is conducive to the day’s activities, which often include multiple activities occurring simultaneously, such as “Homework Time.”</p>	<p>3.1 <u>IAN 10a</u>. The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating and socializing. <u>IAN 10b</u>. The space is arranged so that various activities take place at the same time with minimal disruption.</p>
<p>3.2 The school has supplied the program with two adequate and accessible storage spaces for staff and youth possessions, and program equipment and supplies. Time is allotted each program day for all materials to be returned to the proper storage space at the end of program or when not in use.</p>	<p>3.2 <u>IAN 10c</u>. There is adequate and convenient storage space for equipment, materials, and personal possessions of children/youth and staff.</p>
<p>3.3 A portion of the program day is set aside for physical activity, and Thursday’s enrichment activity is devoted solely to physical activity and nutrition education. All physical activities take place outside except during extreme or less than ideal weather. The program has access to the gym in the case weather does not permit outside activity.</p>	<p>3.4 <u>IAN 12b</u>. Each child/youth has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at program, weather permitting.</p>

4. Indiana Afterschool Standards (IAN) – Programming and Activities / Indiana Academic Standards (IAS) – Health and Wellness

<p>4.1 “Homework Time” begins immediately following “Opening Circle” and is part of the program’s daily schedule. Staff facilitate an alternate academic activity that complements school-day learning for youth participants that do not have homework or finish homework before the allotted time.</p>	<p>4.1 <u>IAN 13a.</u> Programs have scheduled times and quiet places for academic support.</p>
<p>4.2 Staff act as a liaison between the school and families. Staff attend classroom sessions, parent/teacher conferences, and consistently relay messages to parents about individual student progress, and upcoming school projects or deadlines specific to each student.</p>	<p>4.1 <u>IAN 13b.</u> Programs establish connections with schools and parents about individual student needs and learning goals.</p>
<p>4.3 All staff regularly attend training in best practices specific to afterschool programming and youth development. Including trainings provided by Metro United Way (local), Indiana Afterschool Network (state), and the International Institute for Restorative Practices (national). These trainings inform program quality pertaining to daily academic assistance, social and emotional development, and strategies for guiding youth in developing and facilitating community service projects (twice per year).</p>	<p>4.3 <u>IAN 14d.</u> Activities and the curriculum reflect best practices in the field of youth development and afterschool programs.</p>
<p>4.4 Staff encourage youth to play a role in determining program structure and activities in variety of ways, including participation on the program’s Advisory Council and youth surveys. Twice per year youth develop and facilitate a community service project of their choice.</p>	<p>4.4 <u>IAN 15a.</u> Staff ask children/youth to share their ideas for planning and engaging them in the program planning process so that activities will reflect children’s/youth interests.</p>
<p>4.4 Program staff along with community partners such as the Bounce Coalition’s <i>Resilience Workshops</i>, the evidence-based Positive Action’s <i>Thoughts-Actions-Feelings</i> curriculum strengthen social and emotional competencies such as emotional literacy, meaningful social interaction, communication skills, teamwork, conflict resolution and problem solving.</p>	<p>4.4 <u>IAS 5.4.1</u> Formulate effective (assertive) verbal and nonverbal communication strategies. <u>IAS 5.4.4</u> Explain healthy ways to express needs, wants, and feelings. <u>IAS 5.4.4</u> Determine ways to communicate kindness and respect for others.</p>
<p>4.5 Through partnerships with community organizations such as the Center for Women and Families <i>Healthy Relationships</i> curriculum and Norton’s Children’s Hospital <i>Mindfulness and Mental Health</i> workshops</p>	<p>4.5 <u>IAS 5.1.1</u> Describe the relationship between healthy behaviors and personal health. <u>IAS 5.1.2</u> Identify examples of emotional, intellectual, physical, and social</p>

<p>youth have access to enrichment activities that focus on developing skills to recognize the role positive behavior and choices have on self-concept and overall well-being.</p>	<p>health. <u>IAS 5.4.5</u> Describe refusal skills to avoid or reduce health risks.</p>
<p>4.6 STEAM Exchange offers evidence-based curriculum incorporating technology and engineering through art and alignment with STEM careers</p>	<p>4.6 <u>IAS ETE 2.2</u> Apply knowledge and skills learned in science, mathematics, language arts, fine arts, and social studies classes when completing engineering and technology-based assignments. <u>IAS ETE – 12.1</u> Investigate careers in engineering and technology pathways.</p>
<p>4.7 Junior Achievement’s <i>Our Nation</i> curriculum guides youth in the exploration of how entrepreneurship and career choice affect income in a free market system</p>	<p>4.7 <u>IAS FLE 2.1</u> Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p>

5. Indiana Afterschool Standards (IAN) – Family Engagement

<p>5.1 Parents play a vital role in the quality of program, and are encouraged to visit during program operations, or volunteer at any time. Families are explicitly invited to attend program during special events such as student performances and showcases, and to volunteer with community service projects, field trips, and Lights On Afterschool.</p>	<p>5.1 <u>IAN 1a.</u> The program has an open door policy encouraging all families to visit at any time. <u>IAN 3a.</u> The program coordinates a variety of volunteer options in which parents can fulfill roles to support the program.</p>
<p>5.2 Healthy Family Nights, a research-based program, is offered 20 times during the school year and offers activities and resources designed to strengthen family cohesion, reduce familial conflict, empower parents, strengthen familial roles, and offer opportunities to engage with other parents and families.</p>	<p>5.2 <u>IAN 2e.</u> The program provides intentional opportunities for families to connect with one another and build relationships with each other. <u>IAN 3c.</u> The program helps build confidence and competence in family leadership and advocacy skills.</p>
<p>5.3 Program staff work with community partners such as Norton’s Children’s Hospital and the Center For Women and Families to develop adult-skill building sessions offered during Healthy Family Nights, monthly family events (Healthy Families Together), as well as provide information to families about existing community resources specific to the family’s needs.</p>	<p>5.3 <u>IAN 2a.</u> The program creates opportunities to learn about community resources that are available to support families. <u>IAN 2d.</u> The program offers a variety of family-development and adult education opportunities (for example, GED Classes, computer classes, etc.)</p>

6. Indiana Afterschool Standards (IAN) – Safety, Health, and Nutrition

<p>6.1 Behavior guidelines and procedures are established by both staff and students, and reviewed on a regular basis. The guidelines are posted in the program space, including the daily schedule which provides arrival and</p>	<p>6.1 <u>IAN 19b.</u> Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom. <u>IAN 20b</u> Staff have a system for knowing where children/youth are at all times.</p>
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<p>dismissal procedures, transition times, restroom breaks. No student is permitted to be in any program space not easily monitored by an adult staff member. Before leaving program space, a student must have the consent of an adult staff member. Visitors must check-in with school administrators with a valid I.D. before entering program space.</p>	
<p>6.2 Staff take attendance of each individual student as they arrive to the program space. Parents provide staff with the names of authorized individuals who have permission to pick their child up from program. This list is kept on file and readily available to program staff. At dismissal, all youth must be signed out by an authorized adult.</p>	<p>6.2 <u>IAN 20a</u>. Staff note when children arrive, when they leave, and with whom they leave. <u>IAN 19d</u>. A system is in place to keep unauthorized people from taking children from the program.</p>
<p>6.4 Staff offer each student a variety and ample snack portion that includes a choice of fresh fruits and vegetables. Food allergies and other dietary restrictions are noted during orientation and posted for staff to view. This includes steps to be taken should a student experience an allergic reaction. Students with dietary restrictions are accommodated with alternatives.</p>	<p>6.4 <u>IAN 22e</u>. Food allergy information is posted to be readily available to staff along with action steps to address food allergy reactions. <u>IAN 23a</u>. The program serves healthy and nutritious foods.</p>
<p>6.5 Staff regularly make available bottled water, however when bottled water is not available, students have ready access to four drinking fountains located right outside program space. Students are not permitted to leave program space to use the drinking fountains without consent from an adult staff member.</p>	<p>6.5 <u>IAN 23c</u>. Drinking water is readily available at all times: Procedures are in place for how children/youth access water. There are multiple sources of drinking water available.</p>
<p>6.6 Emergency drills including fire, severe weather, and intruder are practiced in accordance with the school’s emergency drills schedule. These drills are logged and posted in the “Opening Circle” room. School procedures for drills are posted in program space. All full-time staff members are required to maintain valid CPR, First Aid, and Blood borne pathogen training certifications, and at least one full-time staff member must be onsite at all times.</p>	<p>6.6 <u>IAN 29d</u>. The staff are always prepared to respond to accidents and emergencies. <u>IAN 29f</u>. Written policies exist and regular drills are scheduled and implemented to prepare for potential accidents and emergencies.</p>

6.7 Staff Recruitment & Retention

Recruitment and retention strategies, staff training, and pay structure are all factors which ultimately impact quality. FCP recognizes that program staffing is key to program success, and is dedicated to assuring that the BTS-NS 21CCLC program meets and exceeds afterschool program standards. Recruitment strategies for BTS-NS includes

FCP’s Human Resources Department and FSS’s Program Director working together to ensure equitable hiring practices are followed in recruiting and training additional program staff. All job postings are made available internally to all current FCP employees and externally to all potential applicants. While hiring practices are without regard to protected classes or other statuses (race, religion, gender, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran or another status protected by law in accordance with applicable federal, state and local laws or contracts) BTS-NS makes every effort to reach all potential candidates in the community by publicizing all job vacancies and in targeting qualified candidates who culturally, linguistically, and racially represent youth served by the program, specially targeting diverse student communities of local colleges and universities. Priority is given to candidates who meet the educational and youth development experience requirements, live in and have had a positive experience with the community or similar community, and can demonstrate knowledge of best practices and previous success specific to the community needs and concerns.

It is FCP agency policy that all employees are required to provide a resume (including professional and personal references), be interviewed by the Program Director, undergo local and federal background checks (described in Section 12.5), and provide results of a negative TB test and drug screen.

Agency staff retention is assured by competitive pay, a relevant and livable wage, including benefits such as affordable health insurance, paid vacation time, and sick days. Additional factors encouraging retention include regular professional development opportunities and opportunities for career advancement. By assuring a supportive work environment and embracing quality improvement, adherence to staff-to-student ratio requirements, allotted time for program planning and required paperwork, direct-service support from community partners, and one-on-one supervision with direct supervisor twice per month, BTS-NS has been able to keep engagement high and turnover low. Staff training aimed at enhancing program quality is detailed in the Professional Development Plans (Section 10), and opportunities will be individualized according to assessed needs and provided by a number of partners, including: IDOE’s 21CCLC, Metro United Way (MUW), Louisville Metro Government’s Office of Youth Development, Bounce Coalition, and the International Institute of Restorative Practices.

Staff Position and Hourly Rates are listed in the table below; compensation rates are reassessed continually in conjunction with FCP’s Human Resources staff, governing board, and consultants at Integrity HR.

Program Director	\$24/hr
Associate Program Director	\$17/hr
Site Supervisor	\$16/hr
Site Coordinator	\$14/hr
After School Specialist (teacher) – part-time	\$20/hr

7. EVIDENCE OF PREVIOUS SUCCESS (7.5 points, 5 pages maximum)

Program staff are mindful of the fact that accountability is a key element of service delivery. BTS-NS has been carefully designed and is continually improved in a systematic way, based on community needs and a strategic plan. Accreditation through COA attests that FCP continues to meet the highest standards and practices; provides assurance that services performed are those which the community needs; and that operations are conducted efficiently. Internal FCP controls assure that grants and funds are effectively managed.

FCP's after-school programs (including at HMS) demonstrate successful family-based services that help students achieve social and academic success. The program includes highly-structured activities and family events like "Healthy Family Nights" (HFN) and Healthy Families Together. FCP has operated BTS-NS at HMS from 2017 to the present, in addition to having providing services in a prior cohort. BTS-NS is one of three programs in FCP's Family & School Services array. In addition to service at HMS, as of the 2019-20 school year, FCP has initiated new programming at Engelhard Elementary in Kentucky, extending the length of time students from Louisville's Smoketown community are exposed to OST services: FCP has operated an OST program at Meyzeek Middle School continuously for over 15 years. FCP's programs combined served well over 600 unduplicated individuals in FY19.

Recruitment Efforts

BTS-NS at HMS served over 240 youth and their family members in FY20 and over 600 (duplicated) since Cohort 8 began. Unduplicated during that 3-year time period, nearly 140 distinct families and over 540 people have benefited from the program. This number includes youth as well as parents and family members involved in HFN. While 61 distinct youth were able to participate in after-school programming during FY20, and while we are excited to welcome new youth, the program has not been able to reach its stated target of 55 regularly attending pupils (RAPs). In other sections of this proposal, we discuss the barrier of safe, reliable transportation home from the program, and believe this documented community resource lack to be at the heart of our recruitment goals falling short. After speaking directly with parents who report this to be an issue, and substantiating the need through data analysis on a community level, we have partnered with the school corporation towards a more inclusive proposal involving the use of contracted transportation. While transportation alone will not solve all recruitment goals, we do feel that given the enrollment numbers over 3 years, and with transportation as part of a larger plan, we will be able to reach our broader (and realistic) target goal of 40-45 RAPs in Cohort 10.

Attainment of Outcomes

In the course of the development of this proposal, BTS-NS and evaluation partner REACH Evaluation quantified the fall and spring grades of all RAPs on a GPA scale. In our analysis, we found that while English scores did not show improvement (with the exception of 5th grade), math scores of youth who were regularly attending pupils (RAPs) did improve an average of one-third grade point (e.g. B to B+). While it would be

difficult to attribute causality, comments from teacher surveys and other evidence suggests that OST services played a positive role in youth documented improvement.

Beyond our grade data study, local external reviewers have found overwhelmingly positive results. In YPQA (WEIKART) reviews by trained peer experts through the BLOCS program (final report was pending as of 3/2020, when COVID delayed the scores relative to other programs), most areas scored 5 of 5 possible points in meeting standards, with specific comments pointing to staff’s engagement and encouragement, and a warm and positive, supportive environment cultivated for youth learning and enrichment.

Local evaluation executive summary data for HMS specifically from the most recent 2 years is presented below, at a glance (note: some performance measures were updated/retired after the 2017-18 year, as grantees statewide were asked to reevaluate performance measures for conformity with SMART goals):

2018-19

Indicator	Target	Performance Measure
70%	80%	RAPs will improve grade or maintain a C+ or better in Reading/LA from fall to spring
77%	50%	RAPs will improve grade or maintain a C or better in Math from fall to spring
74%	65%	RAPs will improve overall academic performance as indicated by teacher surveys
74%	70%	RAPs will improve overall in turning in homework on time as indicated by teacher surveys
84%	80%	RAPs will identify 3 or more risk factors of alcohol, tobacco, and drug use.
78%	75%	RAPs are making better decisions as indicated by parent surveys
77%	70%	RAPs will show improvement in classroom behavior as indicated by teacher surveys
72%	75%	RAPs will show improvement in getting along well with others as indicated by teacher and parent surveys
100%	80%	Healthy Family Night participants will report improvement in healthier choices as a family
80%	80%	Parent/caregivers of 5th and 6th grade students will report attending at least one parent/teacher conference

2017-18 - in addition to the performance measures, data was presented which showed progress on overall academic performance (63%), improvement in classroom behavior (60%), and in getting along well with others (58%) (as indicated by teacher surveys).

Indicator	Target	Performance Measure
50%	75%	RAPs will improve grade or maintain a C+ or better in Reading/LA from fall to spring
52%	75%	RAPs will improve grade or maintain a C+ or better in Math from fall to spring

87%	65%	RAPs will avoid suspensions by Spring
33%	80%	Healthy Family Night participants will attend at least 8 of the 10 weekly sessions offered each semester
100%	80%	RAPs will report more quality time spent with their families

BTS-NS collected information on success from parents, teacher, and youth involved. According to pre- and post-program parent evaluations for the 2019-2020 school year, well over four in five families report that identified children improve academic performance; other outcomes show significant gains, including building social competencies and skills and improving overall success in life. FCP is proud that parents reported strong satisfaction with the program. The table below provides a selected summary of parent survey results (based on performance measures/focus areas chosen):

	Strongly Agree/Agree	Disagree/Strongly Disagree	Don't Know/NA
ACADEMIC OUTCOMES			
My child is doing better in school	85.2%	7.4%	7.4%
My child’s grades are improving	88.9%	3.7%	7.4%
My child has adequate quiet time to complete homework	100%	0%	0%
The program gives me tools and resources to help me support my child’s learning	100%	0%	0%
SOCIAL/BEHAVIORAL OUTCOMES			
My child makes better decisions	92.6%	3.7%	3.7%
My child gets along better with others	96.3%	0%	3.7%
FAMILY ENGAGEMENT OUTCOMES			
The program staff welcomes suggestions from parents and families	100%	0%	0%
My child has input into what kind of activities are provided in the program	96.3%	0%	3.7%
OVERALL SATISFACTION			
I am satisfied with the program and services offered	100%	0%	0%

Selected parent comments about beneficial aspects of the program, excerpted from 27 respondents, include:

- “The chance for my child to interact with others and gain skills that may not be focused on during classroom instruction”;
- “Allowing my child to interact with others and discuss issues that can affect them currently or in the future”;
- “Helping with homework and the emotional progress that has gotten better”;
- “The ability for my child to be with his peers in a safe place”; and
- “They help the kids with homework and give me time so I can finish out my work day”.

Further, focus groups were conducted to assess ways that the program can improve and assess satisfaction. Comments included many testimonials about “tremendous” skills improvement in the areas of social emotional learning and, particularly, self-confidence in speaking, making healthy choices and good social connections. Parents related that there are visible differences in child behavior, as well as improved family understanding of their children after being exposed to the program.

BTS-NS uses the IDOE Teacher Survey to assess changes in student behaviors/traits during the school year. The following table demonstrates the percent improving in behaviors – excluding those who did not need to improve the behavior or otherwise not applicable:

Behavior/Question	# Improved/Responses	% Citing Improvement
Overall benefit from participation	38	84%
Completing homework to teacher satisfaction	17	69%
Getting along well with other students	15	64.7%
Behaving well in class	14	60.8%
Academic performance	18	59.7%
Responsible decision-making	18	59.7%
Participating in class	12	46.6%

Teacher comments from among the 45 survey respondents included references to specific students who attended the program and made observable changes, such as:

- “His work completion and effort in class was improved. He got help on assignments and topics he struggled with and was able to get those assignments turned in. I feel like [student name] really did benefit from the time he spent in the program”; and
- “[Student name] really benefited from having positive role models. It gave him a safe after-school activity to complete work and work on building positive relationships. It gave him the confidence to try other after-school activities, as well.”

2020 Youth survey responses (n=35) elicited the following opinions about their experiences in the BTS-NS program at HMS:

Outcome	# Agree/Strongly Agree	%
Staff listen to what I have to say and treat me with respect	33	94.3%
I feel included in all the program activities	33	94.3%
I feel comfortable to ask staff for help	32	91.4%
I am learning new things in the program	32	91.4%
When I am at the program, I feel safe	32	91.4%
Staff are good at helping me learn new things	31	88.6%
Staff are easy to talk to	31	88.6%
The program helps me apply what I learn in school to my real life	29	82.9%
The program helps prepare me for my future	29	82.9%

Professional Development Plans (please refer to Section 10) have been submitted annually as required, and include the following professional development activities.

These are tied to staff and program needs, desired impacts, and CYC training areas such as Developmental Practice --Methods, Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity. Over the past 2 years, summarized below, BTS-NS is grateful to the investment in staff capacity that 21CCLC and partners have contributed:

- 21CCLC Multi-State Conference, impact: measurable program quality output in accordance with IN-QPSA;
- Metro United Way Methods Trainings, impact: Increased Youth Engagement and implementation of youth development best practices;
- 21CCLC Regional Peer Trainings, impact: Increased Youth Engagement and implementation of youth development best practices, Leadership development;
- Indiana Youth Institute's Because Kids Count Conference, impact: Increased Youth Engagement and implementation of youth development best practices, Leadership development;
- Indiana Afterschool Network's OST Summit, impact: Positive and effective work environment, Strengthen employee performance
- 21CCLC CEYD Leadership Retreats, impact: Positive and effective work environment, Strengthen employee performance
- Peace Learning Center's Restorative Practices Workshop, impact Youth Program Quality, social/emotional skill building, conflict resolution, leadership development

The most recent monitoring visit, which occurred on 4/18/2018, final report stated that "the visit was positive in the observed interactions between students, students and staff, etc. The academic opportunities available to students are readily evident." Monitoring highlights mentioned that "students repeatedly expressed excitement about the program and upcoming activities. They also expressed that the program was helpful and enjoyable and that attendance was beneficial for them. Most students said that they respected their teachers and staff. All students were engaged in academic enrichment activities and were interacting positively with other students and staff." While all scores provided were in the categories of "Meets Requirements" and "Progressing Towards" (i.e. no indicator was rated as "Does Not Meet"), and while no corrective action or evidence required a grantee response, FCP was receptive to the following 2 recommendations provided and has taken concrete steps to improve in these areas:

"1. Professional Development for Front Line Staff – Direct Service staff have positive relationships with each other and students. However, it would be beneficial for them to learn more about positive behavior management to have more control over students in case Coordinator is not at the site" - BTS-NS follow-up: as per this assessed need and the plans described in the Professional Development section, all staff are now required to attend trauma-informed care trainings - specifically Restorative Practices.

"2. Continue to build a sustainable program by working on partnership with the school, engaging new community partners, building upon your current advisory board, and securing multiple sources of funding for your program." - BTS-NS follow-up: the program was able to secure funding enabling us to hire a current HMS school-day teacher as part of the program; this individual is key in assisting with the school relationship and connection with the curriculum, as the program's academic lead.

8. PROGRAM IMPLEMENTATION (15 points, 5 pages maximum)

8.1 Evidence Based Programming

BTS-NS is comprised of the 21CCLC after-school service, employing evidence-based models such as Positive Action and Teaching Tolerance, in connection with our priority area of SEL; as well as the associated Healthy Family Nights (HFN) component - based on the Family & Schools Together program model. Models and programs employed are federally-recognized, evidence-based approaches focused on improving social competencies and academic achievement by strengthening parent/child relationships, decreasing family conflict, improving awareness of community resources, and increasing knowledge of the impact of substance abuse and other at-risk behavior.

Through curricula led by BTS-NS staff and contract partners such STEAM Exchange, chosen due to their expertise and youth interest and need, the program focuses on developing social emotional learning and skills, and encourages school attendance, positive behaviors, academic achievement and community and parental engagement. The Hazelwood OST operates 2.5 hours (Monday through Thursday) for 34 weeks during the school year, with an additional 4 weeks in the summer. Each day, programming includes homework assistance/tutoring (45 minutes), academic enrichment, educational field trips, mentoring and character education. It provides hands-on activities to reinforce classroom curriculum, as well as social skills instruction to reduce risk-taking and aggressive behaviors.

Participation of parents/caregivers is an essential component to school and family engagement and modeling behaviors within the family. HFNs are offered 10 times a semester and are opportunities to form strong ties with BTS-NS staff while strengthening family bonds. HFN provides an evening in which families focus on family. Families enjoy a free healthy meal and participate in games promoting active-listening, productive communication and turn-taking. HFN fosters a collaborative and supporting relationship between parents/caregivers by setting aside time for an open roundtable-type discussion. This time involves discussions about community resources, discussing community and school concerns, and includes a minimum of six adult skill-building sessions facilitated by local organizations such as the BOUNCE Coalition and The Center For Women and Families.

Families who participate in HFN are invited to Healthy Families Together events. These events are no cost to clients and provide family outings and community involvement. Events have included a Louisville Bats game, an afternoon at the Speed Museum, a night of bowling, or a day at the Harvest Homecoming.

8.2 Table

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1. Improve Academic Achievement	1. Regularly-attending pupils (RAPs) will	1. Daily academic enrichment	1. 80% of RAPs will improve their grade or	1. Report card/"ILEARN" standardized

<p>(Achievement and Habits)</p>	<p>increase reading comprehension</p> <p>2. RAPs will increase math competence</p>	<p>activities, homework help, and tutoring</p> <p>2. Daily academic enrichment activities including STEAM Exchange partner component and evidence-based curricula (such as Junior Achievement), homework help, and tutoring</p>	<p>maintain a C+ or better in Reading/Language Arts from fall to spring</p> <p>2. 50% of regularly attending students (45 or more program days) will improve their grade or maintain a C or better in Math from fall to spring</p> <p>3. Teacher surveys will indicate that 65% of regularly attending students (45 or more program days) will improve overall academic performance (e.g. increased positive interaction with classroom peers; improved effort on assignments) from fall to spring</p> <p>4. Teacher surveys will indicate that 70% of regularly attending students (45 or more program days) will improve in</p>	<p>test results - instruments: Cayen Data System, Student Report Cards</p> <p>2. Report card/"ILEARN" standardized test results - instruments: Cayen Data System, Student Report Cards</p> <p>3. Instruments: IDOE Teacher Surveys</p> <p>4. Teacher surveys; Cayen data system</p>
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			turning in his/her homework on time from fall to spring	
2. Improve Social and Behavioral Outcomes (Healthy Choices, Social/Emotional Learning, In-School or Afterschool Behavior)	<p>1. RAPs will increase social competencies</p> <p>2. RAPs will utilize conflict resolution skills</p> <p>3. Program will achieve or exceed standards of quality</p>	<p>1. Mental Health Monday and Emotional Health Wednesday activities and discussions, Healthy Family Nights, partner activities (Norton Prevention & Wellness)</p> <p>2. Daily academic enrichment activities to include a specific unit on reframing conflict, Healthy Family Nights, Bounce Coalition</p>	<p>1. 80% of regularly participating students will identify on post-survey in Spring 3 or more risk factors of alcohol, tobacco, and drug use</p> <p>2. Parent post-surveys in Spring will indicate that 75% of regularly participating students are making better decisions (e.g. increased pro-social behaviors)</p> <p>3. Teacher surveys will indicate that 70% of regularly participating students will show improvement in classroom behavior (reduced discipline referrals, school suspensions) fall to spring</p>	<p>1. Discipline referrals and teacher surveys – instruments: IDOE teacher surveys, Cayen data system, Student surveys, Supplemental student surveys</p> <p>2. Discipline referrals, including suspension records – instruments: IDOE teacher surveys, Cayen data system, Parent surveys</p> <p>3. IN-QPSA data</p>

			4. Teacher and parent surveys will indicate that 75% of regularly participating students will show improvement in getting along well with others fall to spring	4. Instruments: IDOE Teacher surveys, Parent surveys
3. Increase Family Involvement (Involvement in Student’s Education at Home, Involvement with Student’s School)	1. 80% of Healthy Family Nights program will graduate from the program (80% attendance) 2. 80% of participants will increase time spent with family	Healthy Family Nights parent involvement programming for 8 of 10 weekly sessions each semester and adult skill-building sessions	1. 80% of Healthy Family Nights (HFN) participants will report improvement in healthier choices as a family as a result of adult skill-building sessions upon completion of HFN cycle 2. 80% of parent/caregivers of 5th and 6th grade students will report attending at least one parent-teacher conference by the end of the school year	1. Parent Surveys – attendance tracking; interview and focus groups with parents 2. Parent Surveys; school records

9. PROGRAM COMMUNICATION

(5 points, 2 pages maximum)

9.1 Communication Plan

BTS-NS is in regular contact with both school and school district administrators, including during the regular day and during the intersession. This has been uninterrupted during the COVID-19 pandemic, to ensure seamless service to the HMS community. An MOU (attached) has been signed by the school board chair on behalf of the corporation and this includes provisions for effective communication, namely that the parties will remain actively involved, and school leadership will serve on an Advisory Council of parents and stakeholders. In order to encourage partnership, provide ongoing feedback, and linkage with the school day and established curricula, BTS-NS and HMS ensure that whatever support as may be necessary to improve the program and its operations will be requested. There are also provisions for inclusion of BTS-NS staff in professional development opportunities, in order to promote integration of the project with the regular school day, and to ultimately benefit students and their families. 21CCLC program staff attending faculty and school committee meetings (such as the PL 221 Leadership Team), as well as school and district-wide professional development, also enhances the alignment with program goals and activities with school day learning. In the spirit of collaboration, direct lines of communication remain open at every level.

a. School Leadership

BTS-NS staff work closely with HMS's principal in assisting by communicating policy changes and liaising with faculty to ensure communication flows, referrals are facilitated, grades are provided, that activities are linked to and complement school day learning, and that the program conforms to the needs of the enrollment. The leadership advocates for the program, monitors adherence to the MOU, and assists in solving problems that may arise. One of the main components of BTS-NS that separates it from other community organizations operating in a school setting is the emphasis placed on consistent communication with school administration in maintaining a connection between OST activities and school-day learning. This collaboration includes staff visiting and observing classrooms during school day hours, scheduling meetings with teachers, and a staff with working knowledge of Indiana Academic Standards. The addition of a school-day teacher to existing program staff will strengthen the existing connection between program activities and school day curriculum.

b. Applicable School-Day Staff

i. Staff has access to school data including grades, behavior events, and school attendance, in accordance with the provisions of the MOU with the school. This data is used to monitor progress of both the student and the program.

ii. Regular communication with school day teachers allows program staff to target/recruit at-risk students and to address specific needs of individual students during the program, and inform parents/caregivers of those needs. Meetings are scheduled with teachers on a regular basis and when the data indicates a concern pertaining to individual student progress. In addition, the site supervisor has been a consistent and

recognized presence at the school for three years, and is available to teachers during and after school day hours. All school faculty and administrators have the Site Supervisor's contact information, which include email and phone number.

c. Community Stakeholders

i. Describe the available services, the program location, and how to access the program to community stakeholders.

A BTS-NS Advisory Council will meet quarterly to discuss program objectives, progress, and to determine the needs of students and their families. The Advisory Council will serve as a key link between community partners, school faculty, parents/caregivers, and BTS-NS staff. Parents/caregivers will be made aware, and recruited for the council during the initial Parent Orientation. Each council meeting will be chaired by FCP's Program Director and include a review of progress toward intended program outcomes, data collected by assessments, available family resources, and feedback from council members concerning programming and any agreed upon changes to the program's structure or focus. BTS-NS staff and leadership participate in a variety of community coalitions addressing shared population needs - such as DCS Regional Service Council and other local networks (e.g. Drug Free Communities, Community Partners for Child Safety), where we share annual reports, results of external evaluations, and events and news as well as resources available.

d. Families of program participants

BTS-NS staff provide regular communication with families through phone calls, home visits, and parent engagement events. This results in a greater sense of belonging and ownership of the program on the part of parents/caregivers. The communication has continued into the COVID-19 pandemic, as staff have checked in with families virtually and by phone. During the parent focus groups, one parent discussed how much it meant that staff delivered emergency food supplies. The parent stated that the continued communication "provided a sense of normalcy. Even during summer and COVID, they are in constant communication."

9.2 21CCLC Terminology

As a program under the FCP agency umbrella, BTS-NS will work with internal communications staff, within our Marketing and Communications guidelines and in accordance with 21CCLC program requirements, to assure that 21CCLC terminology and logos will be incorporated into our print, web, and other forms of publicity. FCP holds a number of grant awards with similar requirements and has always conformed to award conditions. These and other award provisions are formally documented, discussed, and planned for.

a. BTS-NS, as per requirements, shall refer to itself as 21st Century Community Learning Center in all publicity, brochures, and other material.

10. PROFESSIONAL DEVELOPMENT

(10 points, 5 pages maximum)

10.1 Professional Development Plan

Program Name	Bridge to Success - Next Steps
Program Director	Robert Fenwick
Dates of Implementation	June 1, 2020—June 30, 2021

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. Do not include IDOE 21st CCLC required trainings.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation <small>(Staff Titles & Number of Participants)</small>	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment <small>(if applicable)</small>
Agency Orientation	Family & Children’s Place	Staff will become familiar with agency protocols, policies, and responsibilities. Thereby gaining a sense of belonging and inclusion, and strengthening staff retention.	Program will achieve or exceed standards or quality	All new hires	4	In-kind	In-kind	Upon hiring	Professionalism, Relationship & Communication, Cultural & Human Diversity
Department-Specific Onboarding	Family & Children’s Place	Staff will strengthen understanding of program outcomes, quality standards, and program structure	Program will achieve or exceed standards of quality	Program Director Associate Program Director Site Supervisor After School Coordinator	6	In-kind	In-kind	Upon hire	Developmental Practice Methods, Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity

Metro United Way Methods Trainings	Metro United Way & Office of Youth Development	Strengthen student engagement, staff and youth relationships, and staff knowledge of current best practices, knowledge of positive behavior intervention and trauma-informed approach	Program will achieve or exceed standards of quality	All direct service staff	1.5 per training	In-kind	In-kind	Ongoing: monthly	Developmental Practice Methods, Relationship & Communication Applied Human Development, Cultural & Human Diversity
IYI Because Kids Count Conference	Indiana Youth Institute	Strengthen staff knowledge of current best practices in a variety of areas, including academic support social and emotional learning strategies	All Program Objectives listed in 8.2	Site Supervisor After School Coordinator	3 days (~20 hrs)	\$300	In-Kind	Dec. 2021	Developmental Practice Methods, Relationship & Communication Applied Human Development, Cultural & Human Diversity
Restorative Practices Workshop Level I and II	Peace Learning Center	Improve staff/student relationships, peer relationships, and assist staff in establishing an inclusive and welcoming environment	RAPs will increase social and emotional competencies RAPs will utilize conflict resolution skills	Site Supervisor – 1 After School Coordinator – 1	14	\$80	21C Innovation	Winter & Spring 2021	Developmental Practice Methods, Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity

Teaching Tolerance Trainings	Teaching Tolerance	Best practices and support in facilitating Teaching Tolerance curriculum, establishing an inclusive environment, and guiding community service projects	Program will achieve or exceed standards of quality	Program Director Associate Program Director Site Supervisor After School Coordinator	1-2 hours	In-kind	In-Kind	Quarterly during Continuous Quality Improvement Meetings	Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity
CPR/First Aid Training	Red Cross	All full-time staff will be certified in CPR and First Aid in cases of emergency	Program will achieve or exceed standards of quality	Program Director Site Supervisor After School Coordinator	4	\$120	Red Cross	Every two years	Professionalism
Quality Improvement Trainings	Family & Children’s Place	Strengthen knowledge of program progress, and identify ways for improvement in program quality	Program will achieve or exceed standards of quality	Program Director Associate Program Director Site Supervisor After School Coordinator	3	In-kind	In-kind	Quarterly	Developmental Practice Methods, Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity
21 st CCLC Multi-State Conference	21 st CCLC	Strengthen staff knowledge of current best practices in a variety of areas, including academic support, and social and emotional learning strategies specific to OST programs	All objectives listed in 8.2	Program Director Site Supervisor After School Coordinator	3	\$450	21 st CCLC	October 2021	Developmental Practice Methods, Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity

Building On a Child’s Strengths: What Caregivers Can Do	Bounce Coalition	Strengthen staff knowledge of positive behavior management/intervention practices	RAP will increase social and emotional competencies	Program Director Associate Program Director Site Supervisor Site Coordinator	1.5	\$900	21 st CCLC	Spring 2021	Developmental Practice Methods, Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity
Parents, Teachers, Caregivers: Partnering To Help Children Succeed	BOUNCE Coalition	Strengthen staff strategies for partnering with teachers in promoting progress in youth	All objectives listed in 8.2	Program Director Associate Program Director Site Supervisor Site Coordinator	1.5	\$900	21 st CCLC	Spring 2021	Developmental Practice Methods, Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity

Professional Development Plan Cost:

Total Estimated Cost	\$4200*	% of Total Budget	3%
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***Note:** The table does not include those trainings required by 21CCLC, listed on page 25 of the RFP, which constitute the majority of the budgeted Professional Development cost of this proposal. With the exception of the 21CCLC Multi-State Conference above, as well as the Bounce Coalition opportunities, participation in other trainings as listed will be funded by other sources. Other opportunities for professional development may also arise outside of those listed on this table.

10.2 Assessment

Individual staff development needs are initially determined through participation in agency-wide Orientation; and more explicitly through participation in the BTS-NS Onboarding which focuses solely on program objectives, structure, and quality. This comprehensive, interactive training provides insight into specific needs for staff, which are then reviewed during regular supervision in which staff work on developing a plan to address goals and needs. Ongoing assessment and addressing PD needs occurs through a variety of strategies: regular one-on-one supervision (twice per month); weekly staff meetings; program assessments by BLOCS external evaluators and PD; quarterly Continuous Quality Improvement meetings; and annual employee evaluations.

10.3 Staff Plans

Training	Staff	Alignment with Developmental Need
21 st CCLC Orientation	PD/Supervisor	Strengthen management of grant compliance, reporting, program objectives, and standards
21 st CCLC Multi-State	PD/Supervisor/ Staff	Program Director (PD) will target participation in workshops/ sessions focused on compliance, staff development, data collection, sustainability, and building community partnerships. PD will work with staff to plan participation in workshops and break-out sessions offered during Multi-State Conference that target specific professional development needs of staff
CPR/First Aid Training	PD/Supervisor/ Staff	Maintain current certification to meet standards related to Health and Safety
Youth Methods Training/IAN OST Summit	Site Supervisor Site Coordinator	Strengthen knowledge of best practices of youth development, including annual training in the Trauma Informed approach
FCP Agency Orientation	New Hires	Focus will be understanding of agency protocols, policies, and responsibilities. PD will assess and address any additional needs that arise
FSS Onboarding Training	All Staff	Develop skills that contribute to program objectives, standards, and quality. PD to assess and address additional professional development needs that arise Supervisory staff will strengthen leadership skills by presenting/developing portions of the training
IYI Because Kids Count	Program Direct Staff	PD to work with staff to plan participation in workshops and sessions offered to target specific professional development needs of staff
IAN OST Summit	PD/Direct Staff	PD to target participation in sessions focused on grant compliance, staff development, data collection, sustainability, and building community partnerships, and will work with staff to plan participation in workshops to target specific professional development needs of staff
Restorative Practices (Level I and II)	Direct Staff	Implementing the Restorative Practices approach; a key component of program structure/behavior management
Teaching Tolerance	All Staff	Staff will remain up-to-date on best practices for facilitating the Teaching Tolerance Curriculum, and strategies for building and maintaining an inclusive program environment
BOUNCE Coalition	All Staff	Building stronger relationships with school faculty and administrators in order to better support students and their families, as well as assist in staff in managing behavior in a positive and productive way

10.4 Enhancing Quality

BTS-NS places important emphasis on the professional development of staff due to the ever-evolving best-practices, evidence-based resources, and strategies for improving program quality. Through regular supervision and quarterly quality improvement meetings, staff work together to determine staff development and program needs in order to seek professional development opportunities that can have a direct and positive impact on staff performance and enhance program quality. The CQI process as described in the Evaluation section, and formalized in FCP’s comprehensive written agency protocol, ensures reliance on data in making program decisions, and also serves as a forum which brings to light any staff professional development needs.

11. EVALUATION

(10 points, 5 pages maximum)

11.1 Evaluation Approach/Plan

FCP is partnering with REACH Evaluation (“REACH”) to assist in the collection, analysis and reporting of all data, and in the performance of all evaluation activities. Evaluation is a critical component to the promotion and sustainability of the project. The main objectives of the evaluation approach are to: (1) assess the overall effectiveness of the project using selected outcome indicators, (2) assess the degree to which the project is being implemented as designed, (3) provide recommendations for quality improvements as the project unfolds, (4) assess the ways in which the program is benefiting the target population and other stakeholders, and (5) identify successful practices and promote their sustainability.

The scope of the evaluation will include both implementation/process (**formative evaluation**) and outcome/impact components (**summative evaluation**). The evaluation will use a mixed methods design which includes the collection of both quantitative and qualitative data. The type of data to be collected, the timeline for data collection, the instruments to be used, and the associated performance measures are detailed in the table below.

Data Type	Collection Timeline	Instrument	Associated Performance Measure
Demographic	Ongoing	Cayen Data System: grade level, race, ethnicity, gender, lunch status. Demographic data will be used as independent variables for the analysis of attendance and performance	All
Attendance	Entered weekly and submitted monthly	Cayen Data System: grade level attendance records by levels of attendance (1 – 29 days; 30 – 59 days; 45+ days; 60+ days) used as an independent variable	All
Academic Achievement	Fall and Spring	Student Report Cards (grades 5 – 8) for teacher-assigned grades in ELA and Math; ILEARN standardized test scores in ELA and Math, using proficiency levels, compared by attendance data and demographics	PM 1.1, 1.2
Academic Behavior	Fall and Spring	IDOE Teacher Survey: this survey will measure	PM 1.3, 1.4

		improvement in 10 areas (turning in homework; completing homework; class participation; class attendance; attentiveness in class; behaving well in class; getting along well with students; academic performance; coming to class ready to learn; volunteering). Cayen Data System: discipline and suspension records	
Healthy Choices	Fall and Spring	IDOE Teacher Survey; Parent Survey (measures staff interaction with students and parents; satisfaction with program; student’s academic performance; safe and healthy environment; student’s social and emotional learning; student behavior; parent/teacher conference attendance); Student Survey; Supplemental student survey (measures use, perceptions and risk factors for substance use, anger management skills, planning for future, inclusion in program, learning of new concepts, engagement and satisfaction, relationship to staff)	PM 2.1, 2.2
In-school or Afterschool Behavior	Fall and Spring	IDOE Teacher Survey; Parent Survey; Cayen Data System	PM 2.3, 2.4
Involvement at Home	Fall and Spring	Parent Survey; Semi-structured interviews and focus groups with parents	PM 3.1
Involvement at School	Fall and Spring	Parent Survey; School Records	PM 3.2
Semi-structured Interviews and Focus Groups	Fall and Spring	Interview protocol developed by REACH	All

Site Visits	Fall and Spring	Site observation protocol developed by REACH	Program quality
IN-QPSA	Spring	IN-QPSA self-assessment to gauge improvement in the following domains: human relationships; environment; programming and activities; safety, health, and nutrition; and administration	All

As the project is initially rolled out and operationalized, the project team will need formative information about how it is progressing towards its intended goals. Early implementation evaluation will determine if the project’s most important characteristics are being implemented; identify any needed adjustments or corrections necessary to achieve better implementation; and document early successes.

A set of meaningful implementation benchmarks (including timelines) will be identified and refined as a method for FCP to document its own progress and as a tool for IDOE to estimate the degree of implementation of the implementation plan(s). Interviews will be conducted with key informants from multiple levels of the project three months after project initiation to ascertain what is actually occurring, how well it is occurring, and what improvements are needed.

For the subsequent summative evaluation, REACH will assess and portray change for each of the key outcome variables (presented in Table 11.1, above) using a time series design in which the project will be compared with its own longitudinal rates, and rate changes will be compared over time. Measurements for evaluating program quality will be collected using the following instruments: 21st CCLC teacher survey, student survey, and parent survey instruments. The instruments assess program quality along multiple dimensions such as satisfaction with the program; student academic behavior; teacher perception of student behavior in the classroom; family involvement at home and in school; as well as additional domains pertaining to outcomes from program implementation. Other forms of assessment will include student report cards, ILEARN standardized test scores, discipline records, and attendance tracking. The surveys will be administered by project staff, and academic and behavioral data will be collected by school staff and entered into the Cayen Data System. These data will be supplemented with focus groups; semi-structured interviews of teachers, students, and parents; and annual site visits conducted by the external evaluator.

11.2 Local External Evaluator

REACH has previously served as an external evaluator for 21st CCLC grants and has an extensive history of consulting with human service and governmental organizations in planning and evaluation efforts targeted toward planned organizational change. Their early work in this area was featured in the Harvard Family Research Project (HFRP) Out-of-School-Time Evaluation Database, leading to numerous requests for the evaluation reports from other organizations (<https://archive.globalfrp.org/out-of-school->

time/ost-database-bibliography/database/21st-century-community-learning-centers-owensboro-kentucky-public-schools).

The REACH team has considerable evaluation experience and works in a collaborative and complementary fashion. The team consists of 11 individuals. Dr. Shireen Deobhakta will lead the project. She will be assisted as needed by other members of the team, which include REACH's Executive Director and Senior Evaluation Researcher; REACH's Director of Planning, Consultation and Evaluation Services; a Ph.D. level statistician; a Ph.D. level epidemiologist; Bachelor- and Masters-level Evaluation Researchers, Software Application Specialists, and a Research Associate with expertise in graphic design and document creation.

Specific services provided by REACH include needs assessment, qualitative implementation evaluation, program analysis and review, management information system design, computer programming/training/support, goals-based outcome evaluation, statistical analysis and interpretation, and formal reporting and presentation.

REACH is experienced in evaluation methodology that uses academic achievement data, performance measures, outcome measures, survey instruments, and qualitative data analysis such as stakeholder interviews and focus groups. REACH has served as the external evaluator for the federally funded Promise Neighborhood grants administered by Berea College Partners for Education. The evaluation for the Promise Neighborhood grants relies heavily on academic achievement data, performance measures, and outcome measures that are analyzed using both quantitative and qualitative methodologies. For the purposes of this evaluation, REACH will be following the IDOE 21st CCLC evaluation requirements, in adherence to the research-based practices of the Indiana Afterschool Standards.

REACH will maintain consistent communication with program leadership and provide technical assistance with data collection, thereby supporting continuous program improvement. Additionally, REACH will produce detailed annual reports highlighting evidence of program quality, student attendance trends, and progress towards each performance measure (listed in Table 11.1, above).

11.3 Relevance/Strategies for Performance Measurement

1. Evaluation findings will be distributed to key stakeholders for the purposes of adjusting and course-correcting operations and procedures as appropriate. The purpose of the evaluation findings is to monitor and improve program delivery by better understanding the outcomes of activities. The formative evaluation findings will serve as a tool to measure adherence to the implementation plan and to create and sustain continuous improvement.
2. The IN-QPSA annual review which is based on national research and best practices in youth development and education fields will serve as a guide for program staff to self-assess program quality and make improvements accordingly. REACH will provide support in analyzing data, completing assessments, and developing action plans. Additionally, REACH will conduct interviews and focus groups with the

advisory council, parents, teachers, and students to assess adherence to the IN Afterschool Standards.

3. FCP has quarterly Continuous Quality Improvement (CQI) meetings with stakeholders (project staff and partners) to assess progress towards outputs and outcomes. In addition to programmatic aspects (such as what worked well; what did not work well; areas for improvement), CQI also relies heavily on data gathered from surveys, interviews, focus groups, as well as academic and attendance data to ensure that program outcomes (improvements in academic achievement, social and emotional learning, and family involvement) and performance measures (listed in Table 11.1, above) are being met according to plan.
4. REACH will prepare mid-year formative evaluation reports, site visit reports, attendance reports, survey reports, executive summaries, and end-of-year summative evaluation reports for each year of the grant period. The end-of-year report will include evidence of program quality, using Indiana's Afterschool Standards and Indiana Academic Standards; student attendance trends; and progress towards each performance measure (listed in Table 11.1). After the fourth year, a comprehensive evaluation report showing all four years will be submitted to IDOE. Required data (grades, ILEARN scores, student, teacher, and parent surveys, and IN-QPSA assessments) will be provided by FCP and analyzed by REACH. Evaluation findings will be shared with FCP, HMS, advisory council, board of directors, families, community partners, and other stakeholders.

12. SAFETY AND TRANSPORTATION (10 points, 3 pages maximum)**12.1 Transportation To and From**

So that transportation shall not present a barrier for participation, the program will provide transportation for all students who require it. FCP and HMS (through the New Albany-Floyd County School corporation) have agreed to use a portion of 21st CCLC funds to provide a school bus to transport students home in the spring and fall, and to transport students to and from the school during summer programming. Students may also be picked up by authorized individuals who must sign a dismissal form before leaving with a student. A list of authorized individuals for each student is kept on site and easily accessible to program staff.

- a. The program is located in a school building, HMS, and a Memorandum of Understanding contains provisions for use of the facility (attached)

12.2 Needs of Working Families

BTS-NS is dedicated to providing services to all students who are in need, despite their ability to get home, and will make provisions to meet the schedule and transportation needs of working families. Staff will be "on call" until 7:00 every night to be reached by cell phone and can transport youth in emergency situations. If students are being picked up by parents at the school, staff will be present until every child has been picked up.

12.3 On-site safety

BTS-NS is accessible to those with physical disabilities and meets the standards of the Fire Marshal and safety codes. All entrances are locked from the inside. The front entrance is monitored by front-office staff and all visitors are required to show identification. All other entrances to the school are monitored by security cameras. In the areas of the school where BTS-NS will be consistently present (cafeteria, gym, computer lab, science lab) emergency procedures are posted and a charged fire extinguisher is visible or easily accessible. All BTS-NS staff are required to have cell phones on their person at all times, and parents/caregivers who pick up their children will be required to enter the building and sign-out their child. All full-time BTS-NS staff are required to have up-to-date CPR and First Aid certification.

All FCP youth programs are required to conduct monthly fire and emergency lockdown drills. Tornado, severe weather, and earthquake drills are conducted quarterly. All drills are conducted within the first 30 days of programming and on an ongoing basis in accordance with district guidelines. Each drill follows the school's procedures, and is logged by a member of program staff.

12.4 Hiring Practices

Our combined staff has several years of experience in managing OST programs in accordance with 21CCLC grant standards. While there is experience among individuals in this area, we enlist additional specialized help of our human resources team, along with our grant program specialist(s) and agency leadership, to effectively lead this

process, identify and secure talent, and support employees to be successful in our program.

Once hired, our training and onboarding process provides an in-depth overview of the work we do, helping new staff members integrate into our culture and quickly perform at a high level. New staff members participate in employee orientation on their first day of work to review basic agency, program, and 21CCLC informational materials, sign required documents, and review our Employee Handbook. This orientation introduces new staff to agency mission, values, and strategic plan. BTS-NS has an extensive professional development, evaluation, coaching, and peer support process - which ensures that we remain in compliance with the requirements set forth by 21CCLC, and that all personnel will have all required and current licenses and certifications. BTS-NS presents specific professional development plans in Section 10, above.

12.5 Background Checks

Pursuant to FCP's Employee Operations Manual, systems have been developed to ensure criminal background checks occur prior to hire (or volunteer placement), in compliance with all grant award requirements. In addition to reference checks and drug/TB screens, FCP's HR department and outsourced contractor assure child abuse and neglect registry checks, and Background Check (including Out of State) through our vendor (Vericorp), as well as through state and local law enforcement in certain circumstances and fingerprint checks as required. Further details are contained in written agency policy concerning employee matters, section III A.

13. BUDGET

(15 points; N/A maximum pages)

Please refer to attached budget summary and details document; the associated Funding Waiver Request follows below. This budget represents reasonable and actual operational costs, based on past program spending, and lessons learned – particularly regarding the need to mitigate specific barriers to full participation.

As the total base funding amount requested (\$141,655) exceeds the per-pupil allocation of \$2,500 per youth served, FCP submits this Funding Waiver Request for \$41,655, or \$1,041 additional per student. This calculation is based on a target of a minimum 40 Regularly Attending Pupils (RAPs); however, we estimate serving up to 45 (program capacity given staff/student ratio). The logic is presented in the table below, and specific circumstances are described in the detailed narrative which follows.

	Without Waiver	With Waiver
Total Youth Served (Annual RAPs)	At least 40	At least 40
Per Pupil Allocation	\$2,500	\$3,541
Total Base Funding	\$100,000	\$141,655 – cost of program

Program leadership has, in partnership with stakeholders, conducted a thorough assessment of community needs and reviewed program operational costs in the process of developing a reasonable budget aligned with the program model proposed. The analysis consisted of:

1. Reviews of available quantitative sources and prior/ongoing assessments which document community assets as well as location-specific challenges, such as:
 - Census tract-level data (Community Resilience Estimates which aggregate risk factors based on vulnerability characteristics; and the school area’s calculated “Transit Score”), and a cross-section of county-level data (IYI’s Kids Count Floyd County data profile consisting of multiple indicators of family, community, economic well-being, and other variables; RWJF’s County Health Rankings comparative look at Southern Indiana counties);
 - Existing needs assessments authored by the Community Foundation of Southern Indiana in partnership with Indiana University Southeast – including the final report published in 2015, which synthesized data from multiple sources; as well as newly-available descriptive data collected for the 2020 update; and
 - The IN DCS Regional Services Council’s Region 18 Biennial Regional Services Strategic Plan (FY21 update) and appendices regarding the service array and community needs/barriers (specifically regarding prevention programming); as well as:

2. Collection of new qualitative data which documents service gaps and community barriers to meeting youth needs, including conducting:
 - Parent needs assessment surveys;
 - Youth focus group among currently-participating students; and
 - Key informant interviews with school leadership and corporation central staff.

It is the evaluation of this data that informs the opinion that application of the \$2500 per pupil funding allocation would be adverse to the population served, and represent a financial burden to the agency which would affect services that could be provided. In proposing this request for a funding waiver request, FCP intends to demonstrate that costs of implementation of our evidence-based program model, developed over many years of experience and with the unique needs of the host school considered, exceed the determined base funding amounts in the following specific areas:

1. The program's significant transportation cost due to the overall lack of transportation infrastructure in the community;
2. The program will serve a significant number of youth requiring additional support (students with disabilities and students in foster care); and
3. The program has significant programming costs that align with core grant requirements that greatly exceed the base funding amount.

1. Transportation Costs

As is mentioned throughout the narrative, the staff-driven van transportation service provision currently offered - while appropriate for the level of RAPs currently served, limits our capacity to reach a more aggressive target of 40-45.

The projected rate budgeted for was arrived at based on estimates provided by the school corporation, which serves as the sole transportation provider for HMS. BTS-NS has provided services in the past, with limited transportation options/services we provided beyond the Cohort 8 budget - but have been unable to provide services to the full target enrollment level despite 3+ years of diligent efforts. Only 8 youth will fit on van (and we need additional staff) and we estimate a bus would accommodate well above this number - even with physical distancing guidelines anticipated. Practical considerations (vehicle maintenance), staff sick time or absence, etc. may be occasional factors in providing van services. Extending to our target of 40-45 would represent adding 6-11 additional students over the current service year, and our analysis is that the area being served by the school boundary map does contain at least this number of children needing after-school services, given the character of the neighborhood. Further, those students who are not currently being served are among the community's most vulnerable - during the pandemic and otherwise - based on Census Resiliency Data and risk factors presented in Section 4 (factors like single parent household rate - being a working single parent presents special youth transportation issues after-school, particularly if there is no vehicle in the home).

Families in separate focus groups voiced that limited transportation resources is a challenge to participation and both groups offered that "transportation by someone you can trust is a barrier." As one parent stated, "most kids take the bus to and from school, and there is no afterschool bus [after BTS-NS]. That stops a lot of parents from sending their children." The consensus in groups was that youth just do not have the option of walking home, even if they lived very close by. It was also expressed that there is a

preference for parents to have a bus driven by familiar school operators as opposed to staff-driven vans.

The Community Foundation of Southern Indiana’s 2015 Needs Assessment¹⁹ assessed needs and priorities as identified by Floyd County residents (as well as neighboring Clark County). FCP reviewed these findings, which revealed that many respondents provided comments on “the need for more and better public transportation in response to basic needs...and in discussing barriers to future success.” Noting that this has greatest impacts on those with the least means, “increasing access to transportation to support youth and adult engagement in existing programs” was a recurring comment across the education, health, and economic sectors.

While the 2020 Needs Assessment has not yet been published, FCP was able to preview preliminary results of ratings and prioritization regarding transportation, and the results indicated that transportation is a high priority for residents²⁰. While the surveys did not specifically ask about transportation to and from activities as a barrier to youth engagement, the data supports the needs of youth to be able to be mobile in the community. The most commonly stated transportation priority among respondents (69.9% rated it as a top-5 priority) was to “make areas more walkable”. The number two most-common priority (55.1% cited as a top-5 priority) was to “improve public transit service”. These priorities, as well as the fact that over half (52.3%) placed a high need for the improvement of bicycle paths and lanes, highlight the (non-car) transportation needs of youth.

To attempt to quantify Needs Assessment findings which documented resident and stakeholder perceptions, FCP reviewed the “Transit Score” of the area in relation to the rest of the county. The Transit Score²¹ is based on an algorithm which calculates “a score for a specific point by summing the relative ‘usefulness’ of nearby routes.” The result is a measure of transit infrastructure and resources on a scale of 0 to 100. With a transit score of 18 out of 100 in the area around HMS, parents have even fewer resources that New Albany/Floyd County at large - which itself earns a low score of 24, or “minimal”. The area is not

Scores for Hazelwood Avenue



Walk Score	Transit Score	Bike Score
Transit Score measures how well a location is served by public transit based on the distance and type of nearby transit lines.		
90-100	Rider’s Paradise World-class public transportation	
70-89	Excellent Transit Transit is convenient for most trips	
50-69	Good Transit Many nearby public transportation options	
25-49	Some Transit A few nearby public transportation options	
0-24	Minimal Transit It is possible to get on a bus	

¹⁹ <https://www.cfsouthernindiana.com/resources/community-resources/cna/>

²⁰ Applied Research and Education Center. (Preliminary Findings 08-05-20). “Floyd County Children and Youth.” New Albany: Indiana University Southeast

²¹ <https://www.walkscore.com>

particularly walkable, nor are bike lanes available. The ability to get around in the area depends on having reliable transportation.

2. Youth Requiring Additional Support

With a youth enrollment profile that mirrors or exceeds that of school enrollment (e.g. Free/Reduced Lunch participants make up 73% of HMS, but 88% of RAPs), BTS-NS serves a population with higher needs and disparities in academic and non-academic factors as detailed and cited in Section 2, Need for Project. As mentioned, students with disabilities at HMS double the state average, as do county juvenile delinquency filings. As a proxy measure for foster care, the county data for maltreatment similarly outstrips the state rate. Therefore, BTS-NS assures that at least 30% of programming will be dedicated to these priority learners, commensurate with their enrollment share in the program. Given that those we are serving now, and will continue to serve have more barriers and vulnerabilities and lower achievement, the proposed staffing ratio is smaller than the minimum standard to accommodate to special needs status. Best practice and our experience suggests that smaller group sizes are preferred - therefore, our actual personnel costs are slightly higher as a result.

3. Programming Costs

The project consists of the operation of a 21CCLC OST program serving youth in conformity with the RFP and all applicable program guidelines. A separate component, Healthy Family Nights, is a parent engagement model, and much of the funding for costs associated with that aspect (for example, food costs) are met outside of 21C funding. The proposed budget for the actual costs of 21CCLC program, minus those areas where agency resources and general funds will serve to supplement, may be summarized, at a glance as follows:

- Personnel costs, including 1 full-time site supervisor, 1 full-time afterschool coordinator, a part-time (0.6FTE) teacher, and a portion of the salary (0.5 FTE) of the associate director, who serves both directly and administratively: (\$99,811, consisting of both salary and fringe costs)
- Staff training and travel, including required 21CCLC opportunities (\$2,400)
- Partnerships by contractual agreement, including curriculum components and adult skill-building sessions (examples: healthy relationships, dealing with bullying, conflict resolution) as well as local external evaluation @ 6%: \$10,092
- Transportation for students, meeting a major barrier and assessed need, by contract: \$15,120, including 1 bus @ \$80 per day during the academic year (one-way), and 1 bus @ \$160 per day during the summer (students will be traveling 2 ways), as well as for 4 approved field trips during the year.
- Student supplies: \$1,400, inclusive or special supplies for partnership projects; and
- The remainder of funds @ 10% are comprised of operating expenses classified as non-direct costs in accordance with IDOE guidelines.

The proposed program represents a significant enhancement over the existing Cohort 8 21CCLC program, which has been successful in achieving outcomes in academic, behavior, and family engagement outcomes, however has fallen short of recruitment goals. While the current program has capped out at numbers it can realistically reach

given the transportation constraints and barriers described above, we have been able to submit a proposal which removes a barrier to participation, and reaches more students for less funding investment in per-pupil spend.

BTS-NS has documented in the narrative (see Partnerships and Evidence of Success sections, especially) a summary of the program's history and its dedication to a evidence-based program models (such as Teaching Tolerance, Positive Action, and specialized units through our partner agencies) consistent with the 21CCLC philosophy. Using individualized approaches based on group and student needs and interests, the program has provided services in line with an established budget.

Given the historical agency match levels provided to the project (individual and corporate donors, MUW, any other funders such as IN FSSA), and in-kind contributions, FCP has proposed a realistic budget given actual costs and spending. Given the precipitous and unforeseen decline of agency resources in light of the current pandemic and economic climate, however, the agency does have limited options in taking on significant additional project costs. It is therefore our assessment that without approval of a funding waiver as proposed, service levels as proposed could be adversely impacted.

14. PROGRAM STABILITY

(2.5 points, 2 pages maximum)

Since inception in 1883, FCP has worked to realize the vision of happy, healthy children and families. We currently administer over 20 federal, state, local, and United Way grant programs, and have deep experience in serving at-risk youth and families, and managing complex, standards-driven programs such as 21CCLC. The BTS-NS program is important to the applicant. While 21CCLC funding is integral to successful operations, after school services have been offered in conjunction with other funding by the agency for over a decade. The agency is excited by the transformative opportunity that the 21CCLC proposal offers to broaden our base of Cohort 8 to serve more HMS youth with academic services and a social-emotional learning emphasis.

While BTS-NS has allocated sufficient funds to ensure proper implementation and achievement of progress toward project goals and outcomes, additional grant and agency funds may be used to supplement programming as needed and appropriate. Having established realistic and attainable goals in conformity with available funding, FCP is committed to ensuring BTS-NS continues as an essential part of the array of services offered by the agency. Toward this end, program leadership will actively work to ensure compliance with requirements and progress toward goals set, and with an eye towards continued delivery of sustained quality programming after the expiration of grant funding – which will be a dedicated agenda item at each Advisory Council meeting from day one.

A well-developed sustainability action plan, beginning prior to Day 1 upon award notification, will include assurance of project accountability and high-quality service as measured by assessment of grant goals as described in the evaluation section. This will include academic outcomes as well as non-academic components (such as transportation, staff retention, and satisfaction indicators).

Core methods of ensuring sustainability beyond the award period include

- Building in diverse supplementary funding (for example, covering food and other related costs through foundation sources for food at Healthy Family Nights – or other special projects outside the scope of this proposal);
- Leveraging new and existing partnerships (such as those with stakeholders from the business sector or other human service agencies who may serve in the area or on the Advisory Council) with an eye toward demonstrating value and accountability to the community through project results – and ultimate continuation beyond the life of the grant; and
- Utilization of in-kind services (such as the student social work volunteers who serve the program by assisting as needed with daily program operations and progress documentation, etc.)

The dedicated development department and FCP grant-writing team assist program leadership to identify future funding sources, and - with FCP's finance team - assess these opportunities at various levels of government as well as foundation and other private funding. Our administrative director and development coordinators, both of

whom work closely with corporate and community volunteers interested in the agency's programs also spread the word and continue to outreach and build relationships with an eye toward sustainability and resource development. Finally, our Communications Director helps to market the program and its successes, and provides resources for program staff to conduct outreach to new entities and stakeholders.

At no time has a fee structure been implemented; the agency is firm in its conviction that high-quality services should be free to youth and their families, as they have been for FCP's years of service to the BTS-NS community and beyond.